

SCHOOL ACHIEVEMENTS IN TWENTY YEARS



JULY 1, 1920 TO JUNE 30, 1940

Please return
to Miss G. Watkins.

DISTRICT OF COLUMBIA

**REPORT OF THE
BOARD OF EDUCATION**

ISSUED JUNE 30, 1941



SCHOOL ACHIEVEMENTS IN TWENTY YEARS

SUMMARY COVERING JULY 1, 1920 TO JUNE 30, 1930

STATEMENTS COVERING JULY 1, 1930 TO JUNE 30, 1940

FOREWORD

This record of twenty years' achievements in the public schools of the District of Columbia is a history of steady progress in the development of educational facilities for the boys and girls of Washington. Equal educational opportunity for all the children of the city has been the goal toward which all endeavors have been aimed. The normal, the slow, the bright children, the healthy and the handicapped, all are part of this educational system. Through the years educational facilities have been made available from kindergarten through teachers colleges.

Throughout these twenty years, the District of Columbia has been fortunate in having as its Superintendent of Schools, Dr. Frank W. Ballou. His leadership, administrative ability and professional skill have guided the schools along the path of progress. He has at all times been ably assisted by a corps of officers well equipped for the functions assigned to them.

In the Washington school system, as in all school systems, the work of the classroom teacher is the foundation of all educational accomplishment. The men and women who have worked closely and patiently with our children day after day in the classroom have built character through everyday teaching and example, and have trained the men and women of tomorrow to be disciplined and patriotic in their responsibilities as citizens of the United States of America.

On behalf of the Board of Education, I wish to record appreciation of the services of all the members of the staff of the school system. A careful reading of this report makes it clear that their contributions have produced a school system of which citizens of Washington can be proud.

MARION WADE DOYLE,

(Mrs. Henry Grattan Doyle)

President, Board of Education.

DIRECTORY OF THE BOARD OF EDUCATION

June 30, 1941

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Mr. Jere J. Crane, First Assistant Superintendent of Schools in charge of Business Affairs.
Dr. Chester W. Holmes, Assistant Superintendent of Schools in charge of Senior High Schools and Teachers College, Divisions I-IX.
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June 30, 1941

SCHOOL ACHIEVEMENTS IN TWENTY YEARS

JULY 1, 1920 TO JUNE 30, 1940

To the Board of Education
of the District of Columbia
Ladies and Gentlemen:

In my annual report to the Board of Education at the close of the school year on June 30, 1930, I reviewed the school achievements during the first ten years of my service as Superintendent of Schools. That account will be found in "Section II. School Achievements in 10 years—July 1, 1920 to June 30, 1930:

- "Chapter 3—Legislation enacted.
- Chapter 4—Changes in school organization.
- Chapter 5—Improving school administration.
- Chapter 6—Improvement of instruction and supervision.
- Chapter 7—Additional schoolhouse accommodations.
- Chapter 8—Improvement of buildings, grounds, and equipment."

At the close of the second ten years of my service as Superintendent of Schools, it seems appropriate to extend this record to cover that period, namely, July 1, 1930 to June 30, 1940.

The various chapters of this report have been written by individual members of the Superintendent's staff. Assistant Principal N. A. Danowsky of the Eastern High School, who was formerly School Statistician at headquarters, was asked to write one chapter.

Each chapter follows a general plan. The achievements of the first 10 years as already described in detail in the report of 1930 are merely enumerated. The achievements that have taken place in the second 10-year period are listed and described in the same general plan that was followed in 1930. As a rule, each chapter closes with a discussion of contemplated plans for the future of the school system.

At the meeting of the Board of Education held on January 8, 1941, the Board of Education authorized the printing of this report.

Respectfully submitted,
FRANK W. BALLOU,
Superintendent of Schools.

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CHAPTER I

LEGISLATION AFFECTING THE SCHOOLS

JULY 1, 1920 TO JUNE 30, 1940

PREPARED BY SUPERINTENDENT FRANK W. BALLOU

In this report I shall merely enumerate the legislative provisions affecting the schools during the 10-year period July 1, 1920 to June 30, 1930, since it has heretofore been adequately described in detail in the Superintendent's report to the Board of Education of 1929-1930.

I shall enumerate and discuss similar items of school legislation from July 1, 1930 to June 30, 1940, and shall list the general legislation, by titles, which affects more or less indirectly the public schools of the District of Columbia.

As a closing section of this chapter, I shall discuss what I conceive to be needed school legislation both for immediate consideration and action, as well as for future consideration when more auspicious conditions prevail.

Legislation affecting the schools, July 1, 1920—June 30, 1930

The first chapter in the previous report covering the first 10 years, 1920-1930 (Section II, Chapter 3, Superintendent's Report to the Board of Education, 1929-30), was devoted to legislation affecting the schools. The following legislation was covered in that report:

"Classification Act of 1923, approved March 4, 1923

Teachers' Salary Act, approved June 4, 1924

Compulsory attendance and school census law, approved February 4, 1925

Five-year School Building Program Act, approved February 26, 1925

Teachers' Retirement Act, as amended, approved June 11, 1926

Child Labor law, approved May 29, 1928

Exempting board members from personal liability, approved January 26, 1929

Free textbook law, approved January 31, 1930
 Teachers' Salary Act, as amended, approved February 28, 1929 (affect-
 ing teachers in junior high and vocational schools).
 Establishment of teachers colleges, approved February 25, 1929."

Analysis of the purpose and importance of this legislation
 may be found in the report to the Board of Education, 1929-
 1930, pages 57-64.

Legislation affecting the schools, July 1, 1930-June 30, 1940

Legislation affecting the schools enacted between July 1,
 1930 and June 30, 1940 will be classified as follows:

First.—Direct school legislation.

Second.—General legislation affecting the schools.

DIRECT SCHOOL LEGISLATION

Under this topic is included the legislation which has been
 enacted specifically and directly in behalf of the public schools
 of the District of Columbia, with comments on the significance
 of such legislation.

*Reduced fare for transportation of school children, approved,
 February 25, 1931*

"[PUBLIC—No. 733—71ST CONGRESS]

"[H. R. 12571]

"AN ACT

"To provide for the transportation of school children in the District of Colum-
 bia at a reduced fare.

"Be it enacted by the Senate and House of Representatives of the United
 States of America in Congress assembled, That the Public Utilities Commis-
 sion of the District of Columbia is hereby empowered and directed to fix re-
 duced fares for school children not over eighteen years of age, going to and
 from school on street railway and bus lines in the District of Columbia, under
 such reasonable rules and regulations as the commission may establish: Pro-
 vided, That such reduced fares shall not exceed three cents.

"Approved, February 25, 1931."

This legislation was originated by Mr. J. C. Wright, a teacher
 in the Cardozo High School. Up to the time of its enactment,

there had been no provision of law for reduced fares for public school pupils. Through Mr. Wright's persistent efforts in organizing public opinion and with the support and approval of the Board of Education, this legislation was enacted.

In recognition of this service, on the occasion of his retirement, the Board of Education at its meeting on December 3, 1935, took formal notice of the debt which the public school children of Washington owe to Mr. Wright for his successful efforts in securing reduced rates for transportation. Mr. Wright retired from the school service on December 31, 1935, and died on November 2, 1936.

*Appointments between meetings of the Board of Education,
approved, April 22, 1932*

"[PUBLIC—No. 101—72^d CONGRESS]

"[H. R. 9974]

"AN ACT

"To authorize appointment of public-school employees between meetings of the Board of Education.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Superintendent of Schools of the District of Columbia be, and he is hereby, authorized to accept the resignation or the application for retirement of any employee, to grant leave of absence to any employee, to extend or terminate any temporary appointment, and to make all changes in personnel and appointments growing out of such resignation, retirement, leave of absence, termination of temporary appointment, or caused by the decease or suspension of any employee, or the organization of a new class or classes, and to perform such other duties necessary for the operation of the public school system as may be authorized by the Board of Education, provisionally and until the next regular meeting of the Board of Education.

"SEC. 2. That the authority conferred on the Superintendent of Schools by this act shall, during his authorized absence, devolve on the person designated as Acting Superintendent of Schools.

"SEC. 3. All laws or parts of laws inconsistent with the provisions of this act be, and the same are hereby, repealed.

"Approved, April 22, 1932."

Up to the time of the passage of this act, the rules of the Board of Education clothed the Superintendent of Schools with the authority contained in this act. Because similar authority

was given by law to certain Federal employees, the Comptroller General held that such authority should be granted to the Superintendent of Schools by Congressional legislation.

This act, therefore, puts into law the authority which the Board of Education had heretofore granted the Superintendent of Schools. This legislation did not modify the authority of the Superintendent, but legalized it.

*Authorization for sale of old Tenley School, approved,
June 15, 1934*

"[PUBLIC—No. 359—73RD CONGRESS]
"[H. R. 9184]

"AN ACT

"To authorize the Commissioners of the District of Columbia to sell the old Tenley School to the duly authorized representative of Saint Ann's Church of the District of Columbia.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Commissioners of the District of Columbia be, and they are hereby, authorized to sell and convey to the duly constituted representative and agent of Saint Ann's Roman Catholic Church, of the District of Columbia, located at or near the corner of Wisconsin Avenue and Yuma Street northwest, the following described real estate: The old Tenley School Building, and original site, known as parcels 35/130 and 131, parcel 130 containing two thousand eight hundred and eighty square feet, and parcel 131 containing forty-two thousand and thirty-six square feet, or a total of forty-four thousand nine hundred and sixteen square feet, being the same land and premises now leased to the pastor of Saint Ann's Church by a certain lease signed by the Commissioners of the District of Columbia, dated October 16, 1933, and now included in parcel 35/260.

"Approved, June 15, 1934."

The purpose of this bill was to authorize the Commissioners of the District of Columbia to sell the old Tenley School to a representative of Saint Ann's Church, for parochial school purposes.

The Tenley School was abandoned for public school purposes in 1929. For several years the building remained idle, without care, and fell into a state of disrepair. The authorities of Saint Ann's Church, which property adjoined the school

property, believing that the old frame building then in use as a parochial school was inadequate to take care of its rapidly growing school, entered into negotiations with the District of Columbia school authorities for the lease of the Tenley School and grounds for use in lieu of the old frame building.

After several months of negotiations, the property was turned over to the District Commissioners by the Board of Education with the statement that the Board had no immediate use for the property for school purposes. On October 15, 1933, the District Commissioners entered into a lease with Saint Ann's Church by which the church authorities took over the property for a period of 2 years at an annual rental of \$500. The church authorities then proceeded to spend considerable sums of money to put the building into condition for school purposes.

On November 30, 1934, the property was sold to Saint Ann's Church for \$30,000.

*Provision for salary of a military instructor, high school cadets,
approved, June 4, 1935*

"[PUBLIC—No. 88—74TH CONGRESS]

"[S. 1023]

"AN ACT

"To provide for the payment of a military instructor for the high school cadets of Washington, District of Columbia.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That, notwithstanding any other provision of law, one retired officer of the United States Army, acting as professor of military science and tactics at the public high schools of Washington, District of Columbia, shall be permitted to receive, in addition to his retired pay, the pay of a teacher in the public high schools of Washington, District of Columbia, not to exceed \$1,800 per annum, under appointment by the Board of Education of the District of Columbia and payable from the appropriation for the expenses of the public schools of the District of Columbia.

"Approved, June 4, 1935."

This legislation was enacted to authorize the payment of compensation to Col. Wallace M. Craigie, who, for many years, had been Professor of Military Science and Tactics in the high schools of Divisions 1-9.

The enactment of this legislation was in the interest of the high school cadets of Divisions 1-9 and also a personal tribute to Colonel Craigie who has performed meritorious service in behalf of the high school boys whom he has supervised and who has won for himself a high place among the officers and teachers in the schools of Washington.

Raising vocational schools to junior high school level, approved, April 10, 1936

"[PUBLIC—No. 496—74TH CONGRESS]
"[H. R. 8577]

"AN ACT

"To amend the Teachers' Salary Act of the District of Columbia, approved June 4, 1924, as amended, in relation to raising the trade or vocational schools to the level of junior high schools, and for other purposes.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That, it is the purpose of this act to raise the trade or vocational schools from the present elementary school level to the rank of junior high schools as to salary schedule; and to provide other necessary legislation relating thereto.

"SEC. 2. That on and after July 1, 1936, the salaries of teachers and principals of the trade or vocational schools shall be as follows:

"CLASS 1—TEACHERS

"Group A.—A basic salary of \$1,400 per year, with an annual increase in salary of \$100 for eight years, or until a maximum salary of \$2,200 per year is reached.

"Group B.—A basic salary of \$2,300 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$2,600 per year is reached.

"CLASS 2—TEACHERS

"Group A.—A basic salary of \$1,600 per year, with an annual increase in salary of \$100 for eight years, or until a maximum of \$2,400 per year is reached.

"Group B.—A basic salary of \$2,500 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$2,800 per year is reached.

"Group C.—A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for ten years, or until a maximum salary of \$2,800 per year is reached.

"Group D.—A basic salary of \$2,900 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$3,200 per year is reached.

"CLASS 8—PRINCIPALS

"A basic salary of \$3,500 per year, with an annual increase in salary of \$100 for five years, or until a maximum salary of \$4,000 per year is reached.

"SEC. 3. That the Board of Education is hereby authorized, empowered, and directed to classify and assign the teachers and principals in the service in trade or vocational schools on July 1, 1936, to the salary classes and positions in the foregoing salary schedule for said trade or vocational schools, in accordance with such rules as the Board of Education may prescribe.

"SEC. 4. That the Board of Education is authorized and empowered to establish occupational schools on the elementary school level for pupils not prepared to pursue vocational courses in the trade or vocational schools; and also to carry on trade or vocational courses on the senior high school level or in senior high schools.

"SEC. 5. The appointments, assignments, and transfers of teachers and principals authorized in this act shall be made in accordance with the act approved June 20, 1906, as amended. (Public, Numbered 254.)

"SEC. 6. This act shall take effect on July 1, 1936.

"Approved, April 10, 1936."

Up to the time of the enactment of this legislation and when the elementary schools consisted of eight grades, the vocational schools were operated on the elementary school level. Teachers and officers in the vocational schools received compensation according to the salary schedule for elementary schools.

This act makes several important provisions:

1. It continues the salary for class one teachers as heretofore for those vocational school teachers who are unable to meet the higher eligibility requirements of junior high school teachers.

2. It establishes the same salary schedule for teachers in class two as prevails in the junior high schools, including the group "C" and group "D" schedules which are the same as the salary schedules for senior high schools.

3. It approves a salary schedule for the principals of vocational schools identical with the salary schedule for junior high school principals.

4. It authorizes the Board of Education to establish occupational classes for elementary school pupils and such classes are gradually being established in the elementary schools.

5. It also authorizes and empowers the Board of Education to carry on trade or occupational courses on the senior high school level or in senior high schools. This means that the Board of Education may approve vocational courses in existing senior high schools or may establish trade or vocational courses in separate schools on the senior high school level.

This act is the Magna Charta for the development of a comprehensive program of occupational education extending from the elementary schools through the senior high schools of the District of Columbia.

Repeal of proviso relating to teaching or advocating communism in public schools, District of Columbia, approved, May 28, 1937

"[PUBLIC—No. 119—75TH CONGRESS]

"[CHAPTER 273—1ST SESSION]

"[H. R. 148]

"AN ACT

"To repeal a proviso relating to teaching or advocating communism in the public schools of the District of Columbia, and appearing in the District of Columbia Appropriations Act for the fiscal year ending June 30, 1936.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That, the proviso appearing in the fourteenth paragraph under the subheading 'Miscellaneous' under the heading 'Public Schools' in the District of Columbia Appropriation Act for the fiscal year ending June 30, 1936, approved June 14, 1935 (49 Stat. 356), and reading as follows: 'Provided, That hereafter no part of any appropriation for the public schools shall be available for the payment of the salary of any person teaching or advocating communism', is hereby repealed: Provided, however, That nothing herein shall be construed as permitting the advocating of communism.

"Approved, May 28, 1937."

This legislation is self-explanatory.

The District of Columbia Appropriations Act for the fiscal year ending June 30, 1936, carried a legislative rider quoted above which later came to be known as the "Red Rider." Systematic efforts which were supported generally by the public and by the school authorities in the District of Columbia, were made to have this legislation repealed. These efforts were successful in May, 1937.

Under the provisions of the "Red Rider", teachers and librarians, officers, clerks, and custodians were required by the Auditor and the General Accounting Office to take an oath that they had not taught or advocated communism or permitted any person to teach or advocate communism in the public schools of the District of Columbia. Such an oath properly signed was submitted by all school employees, with each payroll during the period when this legislation was in effect.

Amendment to the teachers' retirement act to provide for the designation of a beneficiary or beneficiaries, approved, April 5, 1939

"[PUBLIC—No. 25—76TH CONGRESS]

"[CHAPTER 42—1ST SESSION]

"[S. 1130]

"AN ACT

"To amend Public Law Numbered 111, Sixty-sixth Congress, entitled 'An act for the retirement of public-school teachers in the District of Columbia'

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 10 of the act entitled 'An act for the retirement of public-school teachers in the District of Columbia', approved January 15, 1920, as amended, is further amended to read as follows:

"That every teacher from whose salary retirement deductions are made in accordance with this act shall be required to designate in writing a beneficiary or beneficiaries to whom the amount of his deductions, together with interest then credited thereon, shall be payable in the event of the death of such teacher.

"SEC. 2. In the event of death of any such teacher the order of precedence of payments shall be as follows: First, to the beneficiary, or beneficiaries, designated in writing by the teacher and recorded on his or her individual account; second, if there be no such beneficiary or beneficiaries designated, then to the duly appointed executor, or administrator, of the estate; third, if there be no such beneficiary, or if an executor or administrator be not appointed within six months after the death of such teacher, payment shall be made into the registry of the District Court of the United States for the District of Columbia.'

"Approved, April 5, 1939."

Previous to the enactment of this legislation, no specific provisions had been made in law to provide for the payment of retirement deductions from salary in the event of the death of a teacher. This legislation was for the purpose of meeting such a situation.

Amendment to the teachers' salary act relating to the distribution of group B and group D salary promotions, approved, April 5, 1939

"[PUBLIC—No. 26—76TH CONGRESS]

"[CHAPTER 43—1ST SESSION]

"[S. 1295]

"AN ACT

"To amend section 9, article V, of an act known as 'An act to amend the act entitled "An act to fix and regulate the salaries of teachers, school officers, and other employees of the Board of Education of the District of Columbia", approved June 20, 1906, as amended, and for other purposes.'

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 9, article V, of an act known as 'An act to amend the act entitled "An act to fix and regulate the salaries of teachers, school officers, and other employees of the Board of Education of the District of Columbia", approved June 20, 1906, as amended, and for other purposes', approved June 4, 1924, be amended to read as follows:

"SEC. 9. That every teacher in the service on July 1, 1924, except as herein otherwise provided, and every teacher thereafter appointed, shall be assigned to group A of the class to which eligible or to group C of class 2 and shall be promoted to group D of class 2 or group B of any class on the basis of such evidence of superior teaching and of increased professional attainments as the Board of Education may prescribe: Provided, That teachers receiving salaries in group B of class 6 on June 30, 1924, and teachers receiving salaries in group A of class 6 who on June 30, 1924, are on the eligible list for promotion to group B of class 6, shall be assigned to group B of class 3 on July 1, 1924, without further examination or additional qualifications: Provided further, That no person who has not received for at least one year the maximum salary of group A in any class or group C of class 2 shall be eligible for promotion to group B of any class or group D of class 2: And provided further, That the number of group B and group D salaries shall be divided proportionately between the teachers in the white schools and the teachers in the colored schools on the basis of the enrollment of pupils in the respective white and colored schools."

"Approved, April 5, 1939."

The language of section 9 of the Teachers' Salary Act quoted above is identical with the language carried in the original act with the exception of the omission of the words, "in any salary class."

The inclusion in the original legislation of the words "in any salary class" meant that the salaries in each of the several

salary classes for the different school levels—elementary, junior high, vocational, senior high, and teachers college, should be divided proportionately between the teachers in the white schools and the teachers in the colored schools on the basis of the enrollment of pupils.

It was found to be impossible to administer this requirement of the law and at the same time observe the uniform practice of promoting teachers on merit.

The repeal of the words "in any salary class" eliminates from provisions of law a requirement which was impossible of administering and a requirement which was believed to be unnecessary.

This act requires that the number of salaries in the superior salary class shall be distributed between the schools of Divisions 1-9 and the schools of Divisions 10-13 on the basis of enrollment. Following the experience of two or three years with this legislation, it has been found possible to administer the present provisions of law satisfactorily.

Providing for the appointment of research assistants in the public schools of the District of Columbia, approved, April 5, 1939

"[PUBLIC—No. 22—76TH CONGRESS]

"[CHAPTER 39—1ST SESSION]

"[S. 1125]

"AN ACT

"To provide for the appointment of research assistants in the public schools of the District of Columbia, and for other purposes.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Board of Education is hereby authorized to appoint research assistants who shall qualify for said positions by meeting such eligibility requirements as the said Board may prescribe and who shall on appointment be assigned to salary class 2 of article I of the Teachers' Salary Act, approved June 4, 1924, in accordance with the professional qualifications which they possess at the time of appointment.

"SEC. 2. Research assistants shall be appointed to either group A or group C of said salary class 2 in accordance with the eligibility qualifications possessed and the character of duties to be performed by such research assistants.

"SEC. 3. Research assistants shall be promoted to group B or group D of said salary class 2 on the basis of such evidence of superior work and increased professional attainments as the Board of Education may prescribe.

"SEC. 4. That research assistants shall be classified as teachers for pay roll purposes and for retirement purposes.

"SEC. 5. Appointments, assignments, and transfers authorized in this act shall be made in accordance with the act approved June 20, 1906, as amended (Public, Numbered 254).

"SEC. 6. This act shall take effect on July 1, 1939.

"Approved, April 5, 1939."

Previous to the enactment of this legislation, research assistants in the offices of the Assistant Superintendents in charge of educational research were teachers assigned to those offices without change of rank or salary. They, therefore, continued to be carried on the teacher payroll.

Since research has long been an established function of the school department, it seemed desirable to recognize that fact and to establish a salary schedule for research assistants.

This act authorizes the Board of Education to appoint research assistants, provides a salary for such research assistants on either the junior high or senior high school level, according to the qualifications possessed and work to be performed, and determines that research assistants shall be classified as teachers for payroll purposes and for retirement purposes as well as authorizes them to be promoted to a superior salary class as other teachers are promoted.

Educational leave with part pay, approved, June 12, 1940

"[PUBLIC—No. 610—76TH CONGRESS]

"[CHAPTER 342—3D SESSION]

"[H. R. 9326]

"AN ACT

"To provide educational employees of the public schools of the District of Columbia with leave of absence, with part pay, for purposes of educational improvement, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Board of Education, on recommendation of the superintendent of schools, may grant leave of absence with part pay to any employee of said Board of Education whose salary is

fixed in the Salary Act approved June 4, 1924, who has served in the public schools of the District of Columbia not less than six years continuously prior to filing application for leave, for purposes of educational improvement for a period not exceeding one year at a time, under conditions not herein otherwise specified as the Board of Education may determine, and the place of said person to be filled by the appointment of a qualified temporary employee for the period of said leave: Provided, That not more than 2 per centum of the total number of the above-mentioned employees may be on leave with part pay at the same time.

"SEC. 2. Any employee to whom such leave of absence may be granted shall report in writing to the Superintendent, in such form as the Board of Education may determine, the manner in which said leave of absence is being employed, and for failure to comply with any requirement of the rules of the Board of Education or to pursue in a satisfactory manner the purpose for which said leave of absence was granted, the Board of Education, on recommendation of the Superintendent, may terminate such leave of absence at any time.

"SEC. 3. Any teacher whose salary is fixed in article I of the act approved June 4, 1924, who is granted leave of absence for educational purposes under the provisions of this act, shall receive compensation during the period of said leave, paid in the same manner as though on active duty, equal to the difference between the salary which the teacher would have received during the year he is on said leave of absence and the basic annual salary of group A or group C of his salary class, less the amount of his contribution to the retirement fund, in accordance with the provisions of the Retirement Act, as amended and approved June 11, 1926.

"SEC. 4. Any administrative or supervisory officer mentioned in section 1 of this act whose salary is fixed in article II of the act approved June 4, 1924, who is granted leave of absence for educational purposes under the provisions of this Act, shall receive compensation during the period of said leave, paid in the manner as though on active duty, equal to the largest amount to which any teacher in the group B or group D salary class under his supervision would be entitled if given such educational leave, less the amount of his contribution to the retirement fund in accordance with the provisions of the Retirement Act, as amended and approved June 11, 1926: Provided, That during the period of the leave of said officer, the Board of Education on the recommendation of the superintendent of schools may authorize the temporary assignment to his position of any teacher or officer who serves under said officer on leave: And provided further, That the position of the teacher or officer so assigned may be filled during the period of such absence by a qualified temporary employee.

"SEC. 5. The teacher or officer who takes leave of absence with part pay for educational purposes under the provisions of this act shall be construed as in active service, and periods of service for salary increment purposes and for retirement purposes, and the pay which the teacher or officer would have

received had leave not been taken shall be used in computing retirement annuities.

"SEC. 6. Wherever the masculine pronoun occurs in this act it shall be construed to mean both male and female employees.

"SEC. 7. This act shall take effect on and after July 1, 1940.

"Approved, June 12, 1940."

This act authorizes the Board of Education to grant leave of absence with part pay to educational employees for their own professional improvement. The Board began its efforts to secure such legislation in January, 1928, when it approved a bill for that purpose.

The bill (H. R. 9326) which became law on June 12, 1940, was introduced into the House of Representatives on April 10, 1940; it was reported favorably by the House Committee on the District of Columbia and ordered to be printed on April 18, 1940. It passed the House on April 22.

The Senate Committee on the District of Columbia held a hearing on the bill, when Mr. Charles D. Drayton, Chairman of the Committee on Legislation, and the Superintendent appeared and proposed several amendments to the bill which had been approved by the Board of Education. A written report explaining and justifying such amendments was left with the Committee. Subsequently, the Committee reported favorably on the bill without amendment. The bill passed the Senate on May 29, 1940.

One of the necessary amendments pointed out by the Board of Education was a change of date when the legislation would become effective—namely from "July 1, 1938" to "July 1, 1940."

Subsequently by adoption of a Concurrent Resolution on June 5, in the Senate and June 7, in the House, the Clerk of the House was authorized to make the necessary change of date.

The report of the Board of Education on this bill, dated June 26, 1940, proposed certain changes in the language of the bill and also certain additional provisions. These will be discussed elsewhere in this report.

*Credit for retirement purposes—Mrs. E. K. Peeples, approved,
July 11, 1940*

"[PRIVATE—No. 489—76TH CONGRESS]

"[CHAPTER 608—3D SESSION]

"[S. 4048]

"AN ACT

"For the relief of Elizabeth K. Peeples.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Commissioners of the District of Columbia be, and they are hereby, authorized and directed to allow credit for retirement purposes to Elizabeth K. Peeples for all services rendered by her in the public schools of said District as a teacher, administrative principal, and director of the Community Center Department, for the period between September 1, 1920, and July 15, 1939, upon the payment by her into the teachers' retirement fund of the District of Columbia of such amount as may be determined by said Commissioners to be due such fund for said period with interest thereon at 4 per centum per annum, compounded.
"Approved, July 11, 1940."

This legislation illustrates administrative difficulties which arise from the fact that some of the employees of the Board of Education are under the Federal retirement system and other employees are under the Teachers' Retirement Act.

The Director of the Community Center Department, although considered an educational officer, is by law under the Federal retirement system.

Accordingly, when Mrs. Peeples asked to be relieved of her position as Director of the Community Center Department and be returned to her former position as administrative principal, it was found to be impossible to make transfer of her retirement credits without specific legislative authorization.

Accordingly, this legislation was prepared and piloted through Congress by the late Maj. Daniel J. Donovan, Auditor of the District of Columbia, who volunteered to undertake to secure an appropriate adjustment of this retirement matter for Mrs. Peeples.

Mrs. Peeples and the school system recognize their indebtedness to Major Donovan for this service.

This legislation is included here because it is an unusual type of legislation necessitated by the peculiar conditions under which the school system is operated, notwithstanding the fact that the bill was not approved until July 11, 1940, which is beyond the close of the 20-year period covered by this report.

GENERAL LEGISLATION AFFECTING THE SCHOOLS

The previous section having considered legislation prepared especially and directly for the benefit of the public schools of the District of Columbia, this section will concern itself with general legislation which affects, more or less indirectly, the public schools of the District of Columbia. This legislation will be listed by titles, followed by a brief explanation of each act, accompanied by references to further information, if any, on the bill.

1. "An Act providing for Saturday half holidays for certain Government employees", approved March 3, 1931 [Public—No. 783—71st Congress, S. 471].

The passage of this bill changed the time of closing the headquarters office of the Board of Education, and other school offices from three o'clock on Saturday afternoons to one o'clock on Saturday afternoons.

2. "An Act making appropriations for the Legislative Branch of the Government for the fiscal year ending June 30, 1933, and for other purposes", approved June 30, 1932 [Public—No. 212—72d Congress, H. R. 11267].

This appropriations act contains the so-called economy legislation and affected the pay of all employees of the public schools of the District of Columbia. As a result of this legislation, all salaries were reduced by $8\frac{1}{3}$ per cent, effective July 1, 1932, this reduction to continue in force throughout the duration of the Economy Act. Beginning with April 1, 1933, 15 per cent was deducted from employees' salaries by the President of the United States. This remained in effect until "An act making appropriations for the Executive Office and sundry independent executive bureaus, boards, commissions, and offices, for the fiscal year ending June 30, 1935, and for other

purposes", [Public—No. 141—73d Congress, H. R. 6663] was passed by Congress, which provided for the restoration of 5 per cent of the cut, retroactive to February 1, 1934, with an additional 5 per cent restoration to take effect on July 1, 1934. All salaries were restored to a 100 per cent basis as of April 1, 1935.

Part II, Title II, Section 213 of this Economy Act also affected the public schools indirectly in cases where a Federal department advised the husband that reduction of personnel was necessary, and that he would be among those to be released if his wife continued in her employment in the public schools. From June 30, 1933 until 1937, approximately 35 public school employees resigned on account of this legislation. On July 26, 1937, Section 213 of the Economy Act was repealed by Congress with the passage of Public—No. 212—75th Congress. Approximately 10 employees were reappointed or restored to service in the public schools, after their resignation on account of Section 213 of the Economy Act. The others either were ineligible for reappointment after resignation or were not interested in reappointment.

Further reference—Annual Report of the Board of Education, 1931-32, pages 73-75.

3. "An Act to authorize the transfer of jurisdiction over public land in the District of Columbia", approved May 20, 1932 [Public—No. 143—72d Congress, S. 2498].

The enactment of this legislation is of special importance to the National Capital Park and Planning Commission, to the Board of Commissioners of the District of Columbia, and to the Board of Education, in their separate and united efforts to develop public school playgrounds, municipal playgrounds, and larger recreation centers for the organization and development of an adequate recreational program for the District of Columbia.

Further reference—Annual Report of the Board of Education, 1931-32, pages 72-73.

4. "An Act providing educational opportunities for the children of soldiers, sailors, and marines who were killed in action or died during the World War", approved June 19, 1934 [Public—No. 435—73d Congress, H. R. 9143].

Beginning with the fiscal year ending June 30, 1935, the Appropriations Acts for the District of Columbia have annually included appropriations to carry out the provisions of this legislation.

5. "An Act to provide for vacations to Government employees, and for other purposes", approved March 14, 1936 [Public—No. 471—74th Congress, H. R. 8458].

This legislation affects the annual leave of the clerks and custodians. Officers, teachers, and librarians are expressly excluded from the provisions of this act. This act was amended by Public—No. 419—76th Congress, approved March 2, 1940, which states that non-work days shall not be charged as leave.

6. "An Act to standardize sick leave and extend it to all civilian employees", approved March 14, 1936 [Public—No. 472—74th Congress, H. R. 8459].

This legislation affects the sick leave of the clerks and custodians. The officers, teachers, and librarians are expressly excluded from the provisions of this act. This act was amended by Public—No. 419—76th Congress, approved March 2, 1940, which states that non-work days shall not be charged as leave.

7. "An Act to provide for the further development of vocational education in the several States and Territories", approved June 8, 1936 [Public—No. 673—74th Congress, H. R. 12120].

Heretofore, the public schools of the District of Columbia had not been included as beneficiaries under the various grants of Federal funds for vocational education. For the first time, the above act, known as the George-Deen Act, expressly included the District of Columbia along with the States and other Territories of the United States.

Under the provisions of this legislation, the development of a more adequate system of vocational education for the District of Columbia has been made possible.

8. "An Act making the 11th day of November in each year a legal holiday", approved May 13, 1938 [Public—No. 510—75th Congress, Chapter 210—3d Session, H. R. 6656].

This legislation, making Armistice Day a legal holiday, is self-explanatory.

9. "An Act to provide for leave of absence, with pay, for any employee of the United States or of the District of Columbia who may be called upon for jury service in any State court or court of the United States", approved June 29, 1940 [Public—No. 676—76th Congress, H. R. 6507].

The passage of this legislation means that when any school employee is called for jury duty, he shall not be charged with annual leave nor lose any pay, but he shall not receive any compensation for such jury duty.

10. "An Act to enlarge and extend the power and jurisdiction of the Board of Education over degree-conferring institutions operating within the District of Columbia", approved July 2, 1940 [Public—No. 718—76th Congress, H. R. 9633].

This legislation makes it possible for junior colleges in the District of Columbia to be accredited by the Board of Education, in the same manner that junior colleges in the several states are accredited by the state Departments of Education.

11. "An Act to amend the District of Columbia Unemployment Compensation Act", approved July 2, 1940 [Public—No. 719—76th Congress, Chapter 524—3d Session, H. R. 9791].

This legislation authorizes the Unemployment Compensation Board to refund to the respective school principals of the District of Columbia, money erroneously collected by the Unemployment Compensation Board over a period of years. The money so collected from the schools amounts to approximately \$6,300.

NEEDED SCHOOL LEGISLATION

This section of chapter I deals with a program of legislation which the Superintendent and his associates believe should be passed by Congress. It will be obvious that some of this legislation is of immediate concern and should be enacted at once, such as the repeal of certain legislative provisions in the Appropriations Act. Some of the other proposed legislation is for future extension and improvement of the school system and should be considered when conditions are propitious.

The proposed legislation discussed herein will cover repeal of certain legislative provisions carried in the Appropriations Act,

amendments to existing school legislation, and new legislation. No attempt has been made to present this legislation in the order of importance, or in which it may appropriately be considered by the Board of Education.

Repeal of Legislative Provisions

1. The Appropriations Act for the District of Columbia for the fiscal year 1941 contains three legislative provisions which in the judgment of the Superintendent and his associates should be repealed. The reasons for the repeal are briefly set forth in each case.

a. "Provided further, That the average of the salaries paid librarians in the public schools shall not exceed the average of the salaries paid employees performing the same grade of work in the Free Public Library."

School librarians have charge of the libraries in the high schools and teachers colleges and also, like teachers in the schools, assist the faculty in carrying on general activities of the schools relative to their prescribed functions.

This legislative rider has the effect of reducing the salary of school librarians below the salary schedule established for librarians in the Teachers' Salary Act. The Board of Education believes that the school librarians are performing necessary library service and their pay as provided in the Teachers' Salary Act is not higher than is justified by the type of service which they perform.

This rider is undesirable because it nullifies the Teachers' Salary Act by providing a rate of pay for school librarians inconsistent with that act. The rider is a direct threat to the Teachers' Salary Act and to tenure which the Teachers' Salary Act guarantees to teachers and librarians.

This rider is unworkable administratively because it places the salaries of school librarians on a conditional basis irrespective of the librarians' length of service or quality of service. The pay of school librarians, who in the Teachers' Salary Act passed by Congress are to be paid a stated annual salary and enjoy tenure, should not be based on contingencies of adminis-

tration in the Public Library which have no relationship whatever to the length and quality of service of school librarians.

b. Provided, That this appropriation shall be so apportioned and distributed over the fiscal year ending June 30, 1941, and shall be so administered, during such fiscal year, as to constitute the total amount that will be utilized during such fiscal year for such purposes." (Referring to fuel, gas and electricity.)

The effect of this legislative rider is to prevent a possible deficiency in the appropriation for fuel, gas, and electricity. It leaves no discretion to the Board of Education or the District Commissioners to meet unforeseen conditions that arise affecting the use of the public schools.

For illustration, during this fiscal year beginning July 1, 1940, the Board of Education, under legislation enacted by Congress, has established additional courses in various vocations to provide an opportunity for unemployed as well as employed persons to increase their abilities in the various skilled trades as a part of the National Defense program. Some of these classes are operating from twelve o'clock midnight until eight o'clock in the morning. This increases the necessary expenditures made under this appropriation. It is expected that the District of Columbia will be reimbursed for this expenditure from National Defense funds.

The personnel of the School Department participated in the registration of the youth of the Nation on October sixteenth. Immediately thereafter, various draft boards were set up in the various schools for handling the selection of draftees. The use of school buildings in the evenings and over week-ends has substantially increased the cost of fuel, gas, and electricity. It is understood likewise that the District will be reimbursed for this expenditure.

School officers no longer exercise any supervision and control over Community Center activities carried on in the public school buildings. The administration of such activities is under the direction of the Co-ordinator of Recreation, who functions under the joint supervision of the Commissioners of the District and the Board of Education.

These are illustrations of situations which exist during this fiscal year which show how difficult it is to anticipate and to meet possible situations as they arise.

Since there is no discretion lodged with the Commissioners or with the Board of Education, the only alternative is to close the schools when the appropriation is exhausted. In view of the uncertainty as to the possible uses to which the public schools may be put during this period of national emergency, it seems increasingly urgent that this legislative rider should be eliminated from the Appropriations Act.

c. "No part of the foregoing appropriations for public schools shall be used for instructing children under five years of age except children entering during the first half of the school year who will be five years of age by November 1, 1940, and children entering during the second half of the school year who will be five years of age by March 15, 1941."

The Congress has by law provided, among other things, that "The Board shall determine all questions of general policy relating to the schools * * *." The above legislative provision restricts the Board of Education in its admission of pupils to the public schools. This restriction is unnecessary and undesirable and should be repealed, leaving the Board of Education free to establish rules and regulations with respect to the admission of pupils that will best serve the interests of the patrons of the schools.

Amendments to Existing Law

2. Amendment to the Cosmetology Act to relieve the public vocational schools from certain provisions of that act.

It is the opinion of the Corporation Counsel under an opinion approved by the Board of Commissioners under date of December 9, 1938, that the Cosmetology Act, (Public No. 579, 75th Congress) should be amended in several particulars. This opinion is concurred in by the Legislative Committee of the Board of Education and the Board.

The following proposal will illustrate the fundamental character of the amendment which is believed to be desirable:

"That the provisions of the act (H. R. 6869—To provide for the examination and licensing of those engaging in the practice of cosmetology in the District of Columbia) shall not apply to schools and classes conducted under the direction of the Board of Education of the District of Columbia or to teachers of cosmetology in the employ of the Board of Education of the District of Columbia except that upon graduation from or severance of their connection with said schools or classes such students or teachers shall be subject to examination and regulation according to the same rules and regulations as may be prescribed for all others by the District of Columbia Board of Cosmetology."

There has been an extended public demand in which the school officials concur, that the following legislative provision should be modified to permit licensed operators to practice cosmetology in the homes of their patrons.

Section 12 of the act provides, "It will be unlawful for any person to practice cosmetology for pay in any place other than a registered beauty shop:"

Other suggested amendments and the reasons therefor may be found in the aforesaid official opinion of the Corporation Counsel.

3. Amendment to the Teachers' Salary Act to make it unnecessary for certain persons who are promoted to administrative and supervisory positions to suffer an actual loss of pay during the first year of service in the new position.

Teachers are paid their annual salary in 10 equal payments and receive no salary payments during the months of July and August when the public day schools are not in session. Officers are paid their annual salary in 12 equal payments. Obviously, teachers and officers receiving the same annual salary would receive different monthly salary checks, the teacher paid in 10 payments receiving a higher monthly salary than the officer who is paid in 12 monthly payments.

Under these circumstances a teacher who is promoted to an elementary school principalship any time after September first will lose an amount of annual compensation ranging from \$183 to \$433 in the first year of service as a principal.

Legislation should be enacted to correct this situation which penalizes an efficient teacher who is promoted to an administrative or supervisory position.

4. Amendments to the Educational Leave Act, (Public No. 610, 76th Congress H. R. 9326) to include certain additional

provisions and to modify or eliminate certain unnecessary administrative restrictions.

Amendments to this act have heretofore been approved by the Board of Education and should be enacted into law:

a. Modification of the law to make the word "temporary" as used in section 1 apply to the period of service and not to the employee since the word "temporary" has a legal meaning not applicable to the circumstances under which educational leave is given.

b. The two provisos at the close of section 4 should be eliminated from the act because the first proviso is unnecessary and the second proviso is undesirable.

The first proviso is unnecessary since the school Board and the Superintendent now have authority to make necessary arrangements to fill a position left by the person taking educational leave.

The second proviso is undesirable because it contemplates the possibility of assigning teachers to take the place of officers, thereby disregarding the fact that officers' salaries are carried in one item in the Appropriations Act and teachers' salaries are carried in another item in the Appropriations Act. The minimum salary, therefore, left by an officer going on educational leave could not be used to pay the teacher who is assigned to take his place during his absence.

A provision should be incorporated in this legislation covering the case of the teacher or officer who takes educational leave and at the close of said educational leave may wish to take a position elsewhere or for other reasons to discontinue teaching service in the District schools. It is the opinion of the school authorities that the public should be protected against the use of public funds in such cases for which the District would receive no benefit. The Board of Education has heretofore approved an amendment to the act which would arrange for the return to the District of a portion or all of the money received while on educational leave if a person's services were terminated within two years after completing his educational leave.

For further discussion of amendments to this act, see the report adopted by the Board of Education on June 26, 1940.

5. Amendments to the Teachers' Salary Act to cover salary schedules for instructors, assistant professors, professors, presidents, and other personnel in the teachers colleges.

At present the salaries of instructors, assistant professors, professors, and presidents of the teachers colleges are not provided for by law; on the contrary, their salaries are established in each Appropriations Act.

Immediately following the creation of the teachers colleges in the District of Columbia, the Board of Education sought legislation to cover a salary schedule for the employees of the teachers colleges. Such efforts were unsuccessful. Such legislation is still desirable and should be enacted by the Congress.

For further information and explanation concerning this proposed legislation, see statement prepared by the Superintendent under date of January 23, 1935.

6. Amendment to the Teachers' Salary Act to revise the salary schedule for assistant superintendents and first assistant superintendents.

At present, the salaries of assistant superintendents begin at \$4,200 with an annual increase of \$100 until they reach \$4,700. The minimum salary of the assistant superintendents is only \$200 more than the minimum salary of supervising principals or principals of senior high schools.

On the other hand, the maximum salary of \$4,700 of assistant superintendents is \$2,300 below the minimum salary of the Superintendent of Schools.

The salary of the first assistant superintendents begins at \$5,000 with an annual increase of \$200 per year with a maximum salary of \$6,000. Correspondingly, the minimum salary of the first assistant superintendents is only \$300 higher than the maximum salary of the assistant superintendents and only \$500 higher than the maximum salary of supervising principals and principals of high schools.

On the other hand, the maximum salary of \$6,000 for first assistant superintendents is \$2,000 below the minimum salary of the Superintendent of Schools.

In budget hearings before the Bureau of the Budget, the Bureau of the Budget suggested the desirability of readjusting

these salaries to establish them more nearly mid-way between the salaries of officers immediately subordinate to the assistant superintendents on the one hand and to the salary of the Superintendent of Schools on the other hand.

At an appropriate time, legislation should be sought to re-adjust the salaries of the assistant superintendents and the first assistant superintendents as follows:

Assistant superintendents' beginning salary—\$5,000, with an annual increase of \$200 per year for five years, with a maximum of \$6,000;

First assistant superintendents' beginning salary—\$6,500, with an annual increase of \$200 per year for five years, with a maximum of \$7,500.

New Legislation

7. To provide for more adequate and effective educational facilities and services for the handicapped children of the District of Columbia.

On September 21, 1938, the Board of Education appointed an Advisory Committee on Handicapped Children. Over a period of nearly two years, the Advisory Committee on Handicapped Children devoted itself to a comprehensive study of the educational needs of all types of physically handicapped children. It presented its report to the Board of Education on July 1, 1940.

Legislation should be prepared for submission to Congress based on the findings and recommendations of the Advisory Committee on Handicapped Children, of which Mrs. Henry Grattan Doyle, President of the Board of Education, was Chairman.

8. To provide for the education under the control of the Board of Education of all children of the District of Columbia whose education is now paid for out of public funds allotted to other public agencies.

Examples of the kind of educational activities not now under the Board of Education would be the teaching of shut-in handicapped children, which is carried on by the Board of

Public Welfare, and the educational program at the Industrial Home School, which was taken away from the Board of Education and placed with the authorities in charge of the Industrial Home School.

9. To establish a plan for replacement of antiquated elementary school buildings.

At the request of Senator John H. Overton, Chairman of the Subcommittee on Appropriations of the Senate and Representative Ross A. Collins, Chairman of the Subcommittee on Appropriations of the House, in a letter addressed to the President of the Board of Commissioners dated July 14, 1939, the Board of Commissioners appointed a committee of District officials to make a survey of the old elementary school buildings in the District with a view to reconstructing and consolidating such buildings if the need for and advisability of such action could be established. The Commissioners designated Maj. Daniel J. Donovan, Auditor of the District of Columbia, as Chairman, with Capt. John L. Person, Assistant Engineer Commissioner, and Dr. Frank W. Ballou, Superintendent of Schools, as the other members of the committee to make the study requested.

The committee was appointed on August 25, 1939, and submitted its report to the Commissioners on February 28, 1940. This report contains detailed information with respect to the older elementary school buildings, showing location, date of construction, number of rooms, and enrollments over a six-year period. The report likewise includes characterization of the structural and recreational conditions in these various schools and information as to the comparative cost of maintenance of the operation of existing structures as compared with larger elementary school units constructed within recent years.

It is the opinion of the Superintendent that legislation should be sought incorporating provision for carrying out the findings and recommendations of this special committee. This legislation might be similar in form and purpose to the first Five-Year School Building Program Act approved February 26, 1925.

10. That, hereafter, when public school property in the District of Columbia is sold because it is no longer needed, the proceeds of such sales be held in the United States Treasury to the credit of the Board of Education of the District of Columbia for future school buildings and sites.

It is recognized that the title to school property in the District of Columbia is in the name of the Commissioners of the District of Columbia. Since the money for the purchase of land and for the construction of buildings was appropriated in the school budget, it seems desirable to make provision for continuing available to the school system, funds which accrue from the sale of school property. This money might be available for re-appropriation for the purchase of additional land which is very much needed, and which sometimes has to be purchased hurriedly in order to reserve it for public school use.

11. To provide for the establishment of junior colleges in the District of Columbia.

According to a publication of the Office of Education, there are more than five hundred junior colleges in the various states of the Union. These junior colleges exist as a part of long-established colleges and universities or as independent institutions. Some of these junior colleges are publicly controlled and some are privately controlled. The Bulletin Number 3 on junior colleges above referred to, and issued by the Office of Education in 1936, contains detailed information as to the organization, scope, and purpose of junior colleges. This Bulletin shows that there are nine institutions within the District of Columbia or adjacent thereto that have junior college departments.

On July 2, 1940, Congressional legislation was approved by the President authorizing and empowering the Board of Education to accredit junior colleges operating within the District of Columbia similar to the manner in which state Departments of Education in the 48 States accredit junior colleges within their respective jurisdictions. The legislation established methods for accrediting junior colleges similar to the methods set up for authorizing institutions of higher learning in the District of Columbia to confer degrees.

Pursuant to this legislation, the Board of Education has already accredited the following junior colleges:

National University
Southeastern University,
Columbus University

The Superintendent is of the opinion that the establishment of junior colleges is a logical development looking toward making the first two years of collegiate education more readily available to a larger number of young people desiring to pursue courses in higher education. The fact that already in Washington and the vicinity there are several such institutions is evidence of this development.

The Superintendent is of the opinion that at the appropriate time, legislation should be sought authorizing the Board of Education to establish junior colleges to be organized and administered along with the existing Wilson and Miner Teachers Colleges.

Finally, it is the opinion of the Superintendent and his associates that systematic steps should be taken through legislation, or otherwise, looking toward the improvement of the present administrative provisions for the organization and administration of recreation for the District of Columbia as well as for a satisfactory headquarters building for the Board of Education.

CHAPTER II

IMPROVEMENT OF INSTRUCTION AND SUPERVISION

JULY 1, 1920-JUNE 30, 1930

PREPARED BY ASSISTANT SUPERINTENDENT
CHESTER W. HOLMES

For the 10-year period July 1, 1920 to June 30, 1930, there is contained in the Superintendent's report to the Board of Education for 1929-30 an adequate description of what was accomplished in improving both instruction and supervision.

A citation below of the topics dealt with at that time will indicate the scope of the description:

Better understanding of children
 Discovery and correction of physical defects of children
 Better organization of pupils into classes
 Better courses of study
 Better use of teachers' time
 Better trained teachers entering the service
 Training of teachers in service
 Effective supervision

IMPROVEMENT OF INSTRUCTION AND SUPERVISION JULY 1, 1930-JUNE 30, 1940

Extension of the Testing Program

In the decade from July 1, 1930 to June 30, 1940, there was a marked extension in the use of intelligence and achievement tests throughout the school system. More and more teachers pursued courses in tests and measurements and statistics which prepared them to give not only the tests which would establish the I. Q.'s. of their pupils but also the tests which would indicate diagnostically the specific weaknesses of those pupils in particular phases of subject-matter or their mastery of the essential parts of that subject-matter. Experience with the tests has shown the teachers the value of the tests in the improvement of classroom instruction, and has also helped the teacher in self-evaluation of her work. Thus the teacher is enabled to guide the progress of her pupils more intelligently. Such increased training on the part of the teachers enabled the research departments of both divisions of the school system to make available many tests for the use of individual classes or schools which their own staffs would have been unable, because of the acute limitations of personnel, to give.

The staffs of the research departments were, until July 1, 1939, composed of teachers assigned from regular classroom posts. They had shown keen interest in and marked aptitude for the testing program in its beginnings. Numerous efforts had been made previous to the above date to secure their reclassification as research assistants; but it was not until

late in the 1939 fiscal year that the Congress enacted the legislation necessary to put such reclassification into effect on July 1, 1939. Members of the original staff of teachers who aspired to such reclassification took qualifying examinations on the Class 2 salary levels.

Increasingly heavy demands in 1938-39 and in 1939-40 from the junior and senior high schools for group and individual testing have taxed the services of the two departments to the utmost. One hampering factor in this extension of service is the high cost of secondary-school tests, which makes the budget for testing fall far short of the needs of the service.

Maintenance of an adequately-staffed and supported department of tests and measurements is as important to a public school system as is a research laboratory to a great manufacturing establishment, to which it is certainly analogous in many of its functions. Allocation of additional funds for the purchase of more tests will greatly aid the effectiveness of the testing program. Earlier detection of deviations from normality in both intelligence and mastery of subject-content through testing will enable the school personnel to apply remedial measures which will make easier and more satisfactory any curricular adjustments that may be indicated and at the same time improve the mental outlook of the pupils concerned. Marked improvement in remedial instruction has been a direct outgrowth of the availability of research data showing individual disabilities.

Establishment of Special Classes

Ungraded and atypical classes had been a part of the school system before 1920; but the rapid growth of the system through the third decade and well into the fourth made the extension of that service imperative. Additional classes were set up to meet the pressing needs.

Occupational Classes. In September, 1938, the first classes in the elementary schools were established for those pupils who could not be classified as atypical but whose progress in the regular subjects of the grades was so markedly slow and

whose mastery of subject-content was so weak as to require special treatment. These classes are known as occupational classes and are definitely for overage pupils. The enrollment in each class is kept low—about 10 boys and 10 girls, who pursue an appropriate program of academic and manual instruction. The boys engage in handwork involving the simplest use of books and materials and the repair and maintenance of the common home utensils and furniture; the girls learn how to sew and to cook and to take care of the home generally. They receive some elementary cafeteria training. Obviously all instruction must be on a very elementary basis. As the value of these courses has been demonstrated and resources have become available for securing competent teachers for these groups of slow-moving children, the centers are gradually being increased in number.

The junior high schools have made preparations to carry on the instruction of these boys and girls when they have reached that point in their educational growth which makes transfer to those schools more advantageous socially and educationally for them.

In order that the senior high schools might be ready to receive these students when they are eligible for transfer from the junior high schools, a committee has been at work surveying the kind of educational opportunities which those schools can make available to the pupils upon their arrival.

Sight Conservation Classes. In 1933 sight conservation classes were established for white and colored pupils recommended for enrollment by the Health Department. Rooms for this purpose were especially lighted and equipped with furniture, textbooks, and instructional materials adapted to the needs of these pupils. A class has been opened in a junior high school for white pupils. Although special classes have not been established in senior high schools for such pupils, their individual needs have been met by the building principal.

Classes for Crippled Pupils. During the 10-year period under discussion considerable progress has been made in providing more adequate accommodations for classes for crippled pupils. At first they were housed in improvised classrooms, but

more recently modern accommodations have been provided for them which have been equipped and adapted especially for these pupils.

On June 26, 1940, a valuable comprehensive report was submitted by the Advisory Committee on Handicapped Children which had been appointed by the Board of Education to make a thorough study of the needs of such pupils. The recommendations pertaining to all types of handicapped children will serve as a guide for the establishment of facilities for these pupils as well as for needed legislation. Mrs. Henry Grattan Doyle, president of the Board of Education, was chairman of the committee composed of school personnel, medical advisers, and selected citizens.

Reorganization of the Kindergartens

Because of provisions in the appropriation bill for 1931 calling for drastic changes in the kindergarten organization, arrangements had to be made beginning in September, 1930, for the transfer of a number of kindergarten teachers to vacancies existing in grades 1 to 4 of the elementary schools. A number of serious technical questions was involved, including that of setting limits on enrollment; and at several of the Board's meetings discussion was held on their settlement. Finally, at a meeting of the Board of Education on November 10, 1930, the Superintendent of Schools presented six orders to fix procedure. At a later meeting, on December 17, 1930, the Board established the 5-hour teaching-day for kindergarten teachers. A more thorough discussion of the effect of such kindergarten reorganization upon administration and supervision is discussed in chapter III.

Extension of Vocational Education

For many years prior to 1936 instruction in vocational education had been carried on in schools established on the elementary school level.

With the passage of the George-Deen Act in the spring of 1936, the District of Columbia had, for the first time, granted

to it Federal aid for vocational education. The effect of this act was to make approximately \$80,000 of Federal money available to the five District vocational schools. The George-Deen Act provided Federal funds for instruction in trades and industries, home economics, agriculture, teacher-training, and distributive education. In order to provide adequate supervision for this special training, a head of department for Divisions 1-9 and a head of department for Divisions 10-13 were appointed to supervise an educational program made possible by the George-Deen Act.

Also in the spring of 1936, the Congress passed an act raising the status of the vocational schools from the elementary to the junior high level. The salary scale of the junior high schools was substituted for that of the elementary schools. The Board of Education established the qualifications necessary for the teachers in service to meet the new demands for professional training and extended the time in which they might qualify for the higher salaries.

These two acts of Congress gave a sharp impetus to vocational training. One of the first things done was to raise the standards for admission to the vocational schools. The minimum age-limit was set at 15 years. Provision, however, was made for admission of special cases on recommendation of school principals. Students to be eligible for admission must have completed the work of the ninth grade. No longer could the troublesome students in the elementary, junior, and senior high schools be sent to the vocational schools. Students needing disciplinary attention and care are not eligible for admission to the vocational schools.

Adoption of a plan to use the Federal funds afforded by the George-Deen Act brought about the appointment of an advisory board for vocational education composed of nine members—three employers, three men employed in the trades, and three homemakers. There are six white and three colored members. This board advises with the Superintendent and his associates at his call on problems involving policies in the operation of the vocational-training program.

The number of trades offered has been notably expanded

since 1936. Two new vocational schools—the Dennison, and the Chamberlain (replacing the Lenox), in Divisions 1-9—have been built since 1930. An addition has been made to the Margaret Murray Washington Vocational School, materially extending its facilities for girls in Divisions 10-13.

In the fall of 1938 the school-day was lengthened 30 minutes in order to provide two 3-hour sessions and a half-hour lunch period. Three clock-hours daily are devoted to shop instruction in the trade of the student's choice; one and one-half clock-hours daily to instruction in subjects related directly to that trade such as trade mathematics and trade science; and one and one-half clock-hours daily to academic subjects such as English, history, civics, music, and physical education.

A large number of the teachers in the vocational schools have met in full the Federal requirements regarding trade experience and training; more, in fact, than funds are available for part reimbursement of their salaries.

The provisions of the George-Deen Act referred to above provide for instruction in distributive education. Classes in this work have been organized in both day and evening schools.

Art

There has been steady growth in the development of an art education program to conform with progressive practices in general education. On the elementary level the function of art instruction has been characterized by these developments—establishment of a Fine and Industrial Arts program as an integral part of the whole educational program, change of status of art teacher to that of supervisor, and greater emphasis on the development of creative abilities of children. Study groups and in-service classes in fine and industrial arts have been organized for elementary teachers. Each junior and senior high school has one or more teachers in the field of art, according to the needs of the building. Art is required two periods weekly in grades 7 and 8, and one period weekly in grade 9 of the junior high school. It may be elected as a half major (5 periods weekly) or as a full major (10 periods weekly) in the

9th grade by those who show marked aptitude. In the senior high schools the work is entirely elective.

Instrumental and Vocal Music

Music has come increasingly to the fore in the last 10 years in all levels of the school system. Additional appointments to the instrumental instructional personnel have enabled many junior and senior high schools to offer instruction in orchestral instruments on a daily basis. In the senior high schools this instruction has been extended to include band instruments as well. As a result these junior high school orchestras have made a marked advance in the type of music played and in the quality of its performance. Because of this improvement in training, the junior high school students bring to the senior high schools certain potential ability which is utilized in membership in the school orchestras, which give major credit toward graduation.

Several of the elementary school divisions have developed orchestras, and much fine group singing is being achieved through the combining of representative pupils from the various buildings within each division. Glee clubs also have been formed.

Similarly the senior high school bands offer excellent opportunities for students to profit from that kind of musical training and, like the orchestras, extend credit towards graduation. The high school cadet bands, unlike the school bands, are limited in membership to boys only. Annually, a band competition is held in each of the two divisions as a part of the regimental review of the cadets.

For pupils who enjoy group and choral singing, special classes and glee clubs have been organized. In April, 1940, a city-wide concert was held for the enjoyment of the public in the McKinley High School auditorium in which all schools of Divisions 1-9 participated. The program was shared by a boys' chorus of 150 voices and a girls' chorus of 250 voices.

Increasing recognition of the need for the development of music appreciation—the art of listening with understanding to

good music—has resulted in an increase in the number of classes in both junior and senior high schools in music appreciation. Wider use of the radio and of phonograph records on all levels has greatly increased the effectiveness of this program.

In addition, the National Symphony Orchestra, conducted by Dr. Hans Kindler, has for the past 10 years gradually increased the number of students' concerts played until during the 1939-40 school-year, ten concerts were given in the high schools of the various sections of the city. A final concert was given in Constitution Hall in the late spring of 1940 for all the pupils in Divisions 1-9.

A Program of Physical Education

For several years before 1920 the Board of Education had manifested its practical interest in the physical welfare of pupils through: (1) providing for instruction in their physical well-being; (2) seeking to discover and correct physical defects; and (3) affording greater opportunities for play and recreation. This interest grew during the early years of the 1930's.

Beginning in 1935, with the appointment of a new head to the consolidated Department of Physical Education in Divisions 1-9, a program of instruction in that field was worked out with the collaboration of the head of the same department in Divisions 10-13 which was approved by the Board of Education in March, 1936, that bids fair to establish that subject on a sound basis for years to come. In both divisions of the school system more definite and effective programs of inter-high school athletics have been developed. The senior high school athletic rules were significantly changed to emphasize educational values through the management and conduct of athletic competition. These changes served to conserve health of the boys and to develop desirable attributes of character.

The junior and the senior high schools require two periods of physical education weekly of each student unless the student can present a physician's certificate asking release from this requirement for a specified period because of the student's

physical incapacity. In some senior high schools boys may substitute 3 hours weekly of military drill for this requirement.

The program is flexible; and while it recognizes that for many secondary schools 2 periods of instruction weekly will be all that can be offered, it provides for the stepping-up of the requirements to 5 periods weekly as facilities and additional personnel are secured. The content of the course includes instruction in health and health habits as well as the actual physical exercise required and known familiarly as "gym". Special types of physical exercise are provided according to the demonstrated needs of the students. In several senior high schools physical education may be elected by the girls as a major.

From 1930 to 1940 substantial progress was made in fulfilling the four-point program for the development of play and recreation in connection with the public schools: (1) the newer schools had much more play space available for their use than before; (2) more equipment was obtained to outfit for play purposes schoolyards that were inadequately equipped; (3) worn-out equipment was replaced in many instances through specific allocations of funds for that purpose; and (4) supervisors of playgrounds received compensation for service performed after school hours and during the vacation period.

In 1939, however, Congress provided in the appropriation bill for 1940, that the Playground Department of the District of Columbia and the Community Center Department of the public schools should be united in one department whose activities should be operated under the joint control, supervision, and direction of the Commissioners of the District and the Board of Education. This involved the appointment of a director of this joint enterprise responsible to both the Commissioners and the Board of Education for the successful management of the play-and-recreation program for the youth of the District.

Size of Classes

Among the important factors which determine the effectiveness of instruction is the size of classes. While, since 1935 the

enrollment in the elementary schools of Divisions 1-9 has shown each year a decrease from the previous year, the converse has been true in the elementary schools of Divisions 10-13. This has caused the existence of many oversize classes in the latter group of schools. Although the per teacher loads in the junior and the senior high schools of Divisions 1-9 are above the respective norms of 27 and 25, there is no serious congestion in those schools. On the other hand, the pupil-teacher ratios in the junior and senior high schools of Divisions 10-13 are far too high.

Suitable instruction cannot be offered in crowded classrooms, regardless of educational level. Deprivation of opportunity for instruction as provided in existing courses of study means unfair discrimination against those students who find themselves by force of circumstances in overcrowded classrooms and school buildings. This situation can be relieved only by the provision by the Congress of additional salaries for teachers to be assigned both to the elementary and the secondary levels.

Character Education

In the late years of the 1920's there was considerable discussion concerning the place of character education in the public schools of the District of Columbia. A representative committee of officers and teachers appointed by the Superintendent of Schools undertook a study to determine the extent to which character-training was provided for in the educational program. So many interesting and suggestive features were developed through this study that sentiment grew for experimentation with a character-training program. The findings of the Senate Subcommittee on Racketeering and Crime, under the chairmanship of Senator Royal S. Copeland, brought to the fore the Nation-wide lawless attitude among an amazingly large number of young persons.

Advancing the belief that "public schools could do more to prevent delinquency than all other agencies within public control" ¹ Senator Copeland used his influence in the Congress to

¹ Copeland, Royal S.—Education and the Prevention of Crime—The Educational Record, April, 1934, The American Council on Education, Washington, D. C. Reprint p. 3.

secure funds for a Congressional Demonstration in Character Education in the Public Schools of Washington, D. C. The demonstration or experiment began on July 1, 1934. An assistant superintendent was appointed by the Board of Education to take charge of the character-education program. A corps of teachers, counselors, clerks, and cooperating officers undertook the experiment, which continued for a 2-year period. Selected elementary, vocational, junior, and senior high schools were used as the laboratories. Specialists of national reputation were invited to participate as consultants and advisors to the staff.

The useful information assembled during this 2-year experiment was made available to the whole school system and to the community through public addresses and mimeographed reports. For lack of funds, the experiment was brought to a close in June, 1936. However, the influence of the extensive study and research is still felt throughout the system. The experiment resulted in:

1. A keener understanding on the part of the individual teacher of her responsibility for the adjustment of her pupils to their school, home, and community environments.

2. A continuous attempt by both officers and teachers to adapt more effectively than heretofore the school offerings to the demonstrated needs of pupils.

3. A greater effort by the entire school personnel to inculcate in all public school children those traits of character and habits of conduct that will best prepare them to live together in harmony and to represent the highest type of good citizenship.

Night Schools

In order to make night school instruction more effective two directors were appointed in 1931, one in each division of the school system. The program of studies for the night high school has been rearranged in harmony with day school requirements. The number of subjects offered has been added to until the courses for the night school compare favorably with those of the day school. In addition several non-credit subjects have been included to meet the demand of an appreciable number of students. Those now graduating from

night high school receive a diploma equal to that of the day school.

Many persons take night courses to improve the prospects of promotion in their daily employment without thought of meeting graduation or college-entrance requirements; but annually diplomas are awarded a substantial number of candidates for graduation. The length of the course which rewards with diplomas those successfully completing it is $5\frac{1}{2}$ years, with classes meeting 3 evenings per week. Many teachers come from the day school personnel; but all teachers to be eligible for appointment in the night schools must be certified by the respective boards of examiners.

The provisions of the George-Deen Act (1936) made possible a greatly extended program of trade subjects in the night schools to men employed during the day. Attendance has increased steadily as the benefits from such instruction have become known.

Interest in practical applications of the principles of homemaking has been stimulated by the increased number of courses offered in this field by means of George-Deen aid. Classes were organized in convenient meeting places for groups of women who were interested in certain phases of homemaking. These meeting places are not always school buildings. The aim is to give instruction in any phase of homemaking desired by these groups. Coordinators to the heads of the home economics departments are constantly counselling with women's groups throughout the District to assist in the organization of these courses, many of which are of the short-unit type.

The Teachers Colleges

Legislation was enacted in 1929 transforming the 3-year normal schools into teachers colleges with the right to confer the degree of bachelor of science in education. The first of the 4-year classes entered in that year and graduated in June, 1933. Attendance at both the Wilson and the Minor Teachers Colleges is limited to 150 members in each class. Preference in admission is given to local high-school graduates who stand in the upper half of their classes, and then to nonresidents

with similar standing. The teachers colleges prepare students to teach in elementary and junior high schools.

During the decade just closed gradual improvements have been put into effect at the two colleges to meet the accreditation requirements for such institutions of higher learning. In some respects these requirements have not been fully met.

Since 1935 the teachers colleges have introduced in-service training which has been highly beneficial to our teachers who desire professional improvement. Such courses have made it possible for former normal-school graduates to complete the requirements of the teachers colleges and receive the bachelor's degree.

Consolidation of Departments

To facilitate the improvement of instruction by making it more unified and sequential, certain departments of instruction were consolidated. Such changes were as follows:

1. In September, 1931, the Department of Chemistry and Biology and the Department of Physics in Divisions 1-9 were consolidated to form the Department of Science. To that new department was assigned also the responsibility for supervision of instruction in general science in the junior high schools.

2. Upon the retirement of the head of the Department of Science in the secondary schools, Divisions 10-13, in February, 1936, the elementary and the secondary Departments of Science were consolidated under a single head.

3. Following the death of the Director of Domestic Art in Divisions 1-9, the Department of Domestic Art and the Department of Domestic Science were consolidated in November, 1935 into a Department of Home Economics.

In harmony with the philosophy which underlay the consolidation of departments, the scope of the work of the Department of History was widened to include geography, a subject up to that time not assigned to any department. The field of supervision of the Department of History now includes history, geography, and such correlated subjects as civics, economics, elements of law, world problems, and sociology.

Provisions for Supervision

The Superintendent's report for the 10-year period closing June 30, 1930, gave particular attention to the methods which

had been used to secure better supervision of instruction on all levels of the school system up to that time. Without continuous emphasis on improving classroom instruction, much of the effectiveness of the teaching program is lost.

In 1937 it was felt that the work performed by many of the special-subject directors so closely approximated that of department heads that their usefulness to the service would be enhanced if they were given the full responsibilities of headships. Consequently, on July 1, 1937, certain directors of special subjects were promoted from salary class 10 to salary class 11 and made heads of their respective departments. This procedure has materially strengthened the effectiveness of instruction in those departments and has raised them to a dignity on a parity with that enjoyed by the older departments.

Important changes in the organization of supervision in the public schools of the District of Columbia have taken place during the past decade. With a view to improving articulation on the several levels of the school system certain heads of departments have had their supervision extended so as to include both the work in the secondary schools and the elementary schools. This has resulted in a better unified curriculum providing for the growth of pupils as they move from one level of experience to another in their educational development. During the 10 years, in recognition of the scope of their work, a number of directors have been promoted to the rank of heads of departments.

During the decade just closed, the requirements for teaching in the District of Columbia have been advanced considerably. A bachelor's degree, with required educational content, constitutes the minimum requirement for elementary-school teaching. Two classifications have been approved for the junior high schools, one requiring the bachelor's degree and the other requiring the master's degree. For appointment to teacherships in the senior high schools, a master's degree is required. Because of the special nature of the work offered in the vocational schools, in which trade experience is essential, a high-school diploma is required. In addition to the

high-school diploma, an applicant must have had 7 years of trade experience.

Much progress has been made in recent years in providing in-service training for teachers. The teachers colleges have conducted seminars at no cost for teachers in service. Definite programs of in-service training for teachers are also conducted each year by the supervisory officers in general. These programs are keyed to meet individual needs, as they range from the specific guidance required by the probationary teachers to the experimental and creative opportunities offered to teachers who are ready for this type of experience. Supervision has become increasingly cooperative and democratic. In line with this, workshops and discussion groups democratically organized are more and more replacing the traditional type of meeting.

All that the Superintendent said in his report 10 years ago bearing on supervision can be reaffirmed, but with the added confidence that the changes in organization and in personnel in the supervisory field in the interim have brought to pass many of the outcomes he indicated then as desirable.

Curriculum Revision

Curriculum revision is not new to the District schools, but by 1937 it seemed that a general city-wide curriculum revision should be undertaken. Informal conferences among selected officers and teachers, in which articulation between the various levels of the system was stressed, were held during the fall of 1937 and spring of 1938. In November, 1938, the Superintendent appointed a Committee on Articulation composed of officers and teachers from all levels of the system.

This committee began work early in January, 1939, and in June of that year it submitted a report which contained a philosophy of education for consideration of the school personnel as a guide for a program of curriculum revision. It also recommended setting up areas that needed more complete definition and detailed study. To carry out these recommendations the Superintendent appointed a steering committee

to direct the program of curriculum revision and five committees to work in the areas suggested.

Because this philosophy of education will provide the guiding principles by which the program of curriculum revision will be worked out in the years immediately ahead, it seems appropriate to include it in this report—as well as the five areas in which the committees will work.

*Philosophy of Education for the Public Schools of the
District of Columbia*

We believe that each child is an individual with needs and interests peculiar to himself. He is the center of the educational process. He should be thought of as a whole—mind, body, and spirit. He should learn to appreciate the privileges and to meet the responsibilities of life. He develops through participation in mental and physical activities and through the satisfactions of real and vicarious experiences in group contacts. We believe we should seek to develop in him a deep-seated sense of service and tolerance, and an increasing awareness of the individual's responsibility to his group and of the group's responsibility to the individual.

We believe we should provide opportunities for differentiated education; use the data which will discover remediable needs; apply the corrective techniques; integrate the factors that influence development; and through purposeful teaching, provide challenging situations that lead to desirable outcomes.

Our materials of instruction should be so varied that each pupil will find numerous appropriate challenges. We should use from our cultural heritage and from our present environment that which enriches, interprets, and encourages investigation and creative activity. We should take from the current fields of experience and subject-matter that which is functional.

We should hold as the immediate aims for American education equal opportunity for all and progressive development for each individual according to his needs and capacities. In addition to promoting his growth in the basic skills, attitudes,

appreciations, knowledges, and judgments, we should seek to improve his behavior and develop his character through guiding him to face constructively social and economic problems.

We should hold as the ultimate aim an individual who is physically sound, with wholesome recreational interests; who is emotionally stable and spiritually conscious; who is capable of independent, discerning, and critical thinking; who is socially competent and economically sufficient; who as a responsible citizen is ready for the enjoyments and duties of home, family, and community life, with an understanding and an appreciation of American ideals, principles, and purposes that will promote the progress of our own democracy and carry over into world citizenship.

Committees on Curriculum Revision

It is highly significant that the membership of each of the five committees noted below is composed of workers on all levels of the school system instead of from particular levels. This is in keeping with the strong current of feeling that in vertical supervision more than in horizontal supervision lies the hope for better articulation of the various school levels. Only by having *all* teachers and officers thoroughly informed of the aims and problems of the individual levels of instruction can the best, most effective teaching result.

1. The establishment of a unified curriculum from the kindergarten through the twelfth grade.
2. Classroom techniques, subject matter content, and the use of textbooks and instructional material dependent upon differentiated groupings of pupils according to ability, achievement, and social maturity.
3. The accumulation and use of an informational background for each child.
4. Provision for guidance according to its broadest meaning.
5. Establishment of standards for the promotion and retention of pupils.

Revision of Courses of Study

Although the school system is engaged in a thorough-going program of curriculum revision, several years may be required to revise and produce courses of study in accordance with rec-

ommendations of the committees. It has seemed desirable, therefore, to make available to the service preliminary revisions of certain courses to carry along the work of particular departments until the new courses are ready.

Next Steps

From the foregoing brief account of phases of school organization and administration that have loomed large in relationship to the most important functions of improvement of teaching and supervision, it is clear that forward-looking steps must be taken in the years lying ahead to consolidate the gains made in the decade between 1930 and 1940.

The first step to be considered, therefore, is the need to press forward for a teaching staff sufficient in number of classroom teachers to enable the schools to operate at the optimum pupil-teacher ratio established for each school level. Additional teachers can come only by provision of funds authorized by the Congress for that purpose.

Another step essential to the effective giving of instruction must be the realization of a program of schoolhouse construction which will provide adequate physical facilities for pupils and students on all levels of instruction.

An important problem to which serious attention and thought must be directed is the closer and more effective articulation of instruction on the elementary school, the junior high school, and the senior high school levels.

Adequacy of supervision is essential to the provision of an effective program of instruction. The work of supervision is the most important single duty of a principal or a departmental head. If supervision is to be productive of the best results in teaching, the number of teachers for whose development a principal or a departmental head is responsible must be reasonably limited. To this end, it is imperative that the services of additional supervisory assistants be provided.

The Board of Education is seeking appropriations for the replacement of the two teachers colleges with a view to modernizing these institutions and equipping them with facilities for a more adequate teacher-college program.

CHAPTER III

IMPROVEMENT OF SCHOOL ADMINISTRATION THROUGH ORGANIZATION OF STAFF, JULY 1, 1920-JUNE 30, 1930

PREPARED BY FIRST ASSISTANT SUPERINTENDENT
ROBERT L. HAYCOCK

Covering the 10-year period July 1, 1920 to June 30, 1930, there is set forth in the Superintendent's report to the Board of Education for 1929-30 a full statement describing the changes affecting favorably the school administration through organization of staff. Below are listed the topics presented indicating improvements achieved during that period.

- Establishment of new positions—
 - First assistant superintendents
 - Assistant superintendents
 - Administrative principals
 - Heads of departments of physical training
 - Director of school attendance and work permits
 - Annual substitute teachers
- Reorganization of existing positions—
 - Supervising principals
 - Directors of intermediate instruction
 - Directors of primary instruction
 - Assistant directors
 - Director of household arts
 - Enlarged and reorganized boards of examiners
- New assignments to officers—
 - Heads of departments
 - Directors of special subjects

IMPROVEMENT OF SCHOOL ADMINISTRATION, JULY 1, 1930-JUNE 30, 1940

Complexity of Administrative Functions

In the effective operation of a large school system it is important from an administrative point of view that every officer understand his responsibilities and perform his duties efficient-

ly. From the Superintendent down to the principal of the smallest building functional activities and responsibilities have their interrelationships, both downward and upward. Thus there develops a very complex administrative system in which a large number of officers are assuming responsibilities in their respective spheres of activity.

It is the aim of the Superintendent to organize and develop his official staff with a view to the greatest possible efficiency in meeting the educational needs of this city. In addition to the major objective, namely, providing a proper program of instruction on all school levels, the Superintendent is concerned with the training of teachers, with adequate school-house accommodations, the economic operation of buildings, health and safety measures, procurement of supplies, repairs to buildings, enforcement of school laws, wise expenditure of funds, care of property, keeping of records, and the preparation of a school budget.

In the execution of his numerous functions the Superintendent requires the assistance of many associate officers such as assistant superintendents, presidents of colleges, research officers, examiners, supervisors, principals, heads of departments, directors, statistician, and accountants. Responsibilities must be fixed in every sphere of activity, and as the years bring changes, adjustments are made from time to time so as to bring about a proper coordination among the several school departments and levels.

Definition of Line Officers and Staff Officers

Quoting from the By-laws, Rules and Regulations of the Board of Education, the administrative and supervisory officers are described as follows:

"Chapter III. Section 1. 1. The administrative officers are line officers exercising authority between the classroom teacher and the Superintendent of schools; they are the first assistant superintendents, the assistant superintendents in charge of schools, the supervising principals, and the principals of schools, including presidents of teachers colleges."

"Chapter V. Section 1. 1. The supervisory or staff officers are specialists employed to assist the administrative or line officers in the discharge of their administrative and supervisory responsibilities but are not responsible for ad-

ministrative functions; they are the assistant superintendents in charge of educational research, the heads of departments, the directors of special subjects and departments, and the statistician."

Progress and Change Bring Administrative Problems

Education never before has played so important a part in our daily pursuits. Persons desiring greater proficiency in almost any employment or avocation can find classes giving special instruction either in the public schools or elsewhere. Evening classes in our schools are continually adding a variety of electives and numerous organizations in the city sponsor courses that are requested. These growing demands representing community needs have brought many new administrative problems that are difficult because of the lack of teachers and insufficient funds for materials and maintenance.

Although the great depression with its impact of economic stress has retarded our educational program in many ways, certain movements in our social welfare have recently added impetus and have produced changes in our schools. Four factors should be cited as having had an effect upon the administration of the public schools of this city: (1) a remarkable increase in the enrollment of the junior and senior high schools; (2) a growing interest of adults in the continuation of their education in evening classes; (3) a greater emphasis upon the value of vocational training, and (4) Federal support for certain phases of special education.

Marked Increase in the Secondary School Enrollment

During the two decades just ended the pupil enrollments in the junior and senior high schools of this city have increased as follows:

	1920	1930	1940
Junior high schools -----	752	10,651	20,702
Senior high schools -----	8,825	13,428	17,503

There are three major causes for this increase: (1) enforcement of the compulsory school-attendance law and the child labor law; (2) fewer opportunities for employment of youth;

and (3) a greater interest on the part of the public in higher education.

The most striking development during these years has been the emergence of our junior high schools as a major section of the school system. The administrative adjustments relating to this development have been important and far reaching. The junior high schools from small beginnings in the early 20's had expanded steadily until they approached nearer and nearer the ultimate goal of city-wide enrollment of all seventh, eighth, and ninth grade pupils.

Administrative and Supervisory Spheres Better Established

A far more satisfactory situation now presented itself for extending downward into the junior high schools the supervisory functions of the heads of departments, and at the same time to promote directors whose authority had been limited to the elementary schools to heads of departments so that their special function would extend into the higher levels. This movement in the direction of a better coordination of official functions was one of the most important administrative improvements in our schools in the last decade.

Changes affecting heads of departments and directors since 1930 may be shown as follows:

	1929-30	1939-40
Number of heads of departments -----	15	24
Number of directors -----	13	5

The full effect of these adjustments in the scope of official responsibilities upon supervision and the program of instruction in the secondary schools has been set forth in chapter II.

Supervision in the system has steadily improved during recent years, due to the progressive strengthening of the staff of supervisory officers. Large numbers of teaching principals in the elementary schools, who had little time for supervision, have been gradually replaced by administrative principals who are free from regular classroom teaching. Thus the principal is enabled to devote full time to supervision, which results in great improvement in classroom instruction.

Better Articulation in the Elementary Schools

Important administrative changes have taken place in the elementary schools affecting grade levels. For many years, teachers of the elementary schools were certified to the Board of Education as eligible to teach either in the kindergartens or in grades 1-6. It became evident that there should be better articulation. When kindergartens received public support in this city in 1898, specially trained directors were appointed, and in a few years there had developed a separate kindergarten department. In many respects this department had become a separate, well-integrated administrative unit, directed by a specialist, although for organization purposes it was associated with the several elementary-school divisions. Trained at first in private or philanthropic institutions, teachers for kindergarten work were later admitted to our normal schools and were certified to the Board of Education as eligible to teach in kindergartens, but this certification did not permit them to teach in the primary grades. A line of cleavage seemed to separate the kindergarten from the elementary schools so that it appeared that all principles of coordination were being ignored.

Considerable progress was made in the early thirties in coordinating the work of the kindergarten and first grade. Until that time first grade work was quite formal and that of the kindergarten exceptionally informal. In order to further this coordination the teachers colleges discontinued the practice of training kindergarten teachers for that field alone. Instead, the Superintendent recommended to the Board of Education that preparation at the colleges be on three levels—Kindergarten-Primary, Intermediate, and Junior High School. The first level was to include kindergarten, first, second, and third grades; and the intermediate group was to be prepared to teach in the fourth, fifth, and sixth grades.

This was a distinct step forward because it gave to the teachers a broader understanding of the philosophy underlying the program of instruction for the young child. This whole change of plan was in the direction of better articulation in the elementary schools.

Toward the latter part of the 10-year period it was deemed advisable for purposes of administration and supervision to reorganize the kindergarten as an integral part of the elementary schools. Accordingly, the two positions of Directors of Kindergartens were abolished. This change in the supervision of kindergartens was consonant with the general policy followed by the Superintendent of removing supervision from the control of central authority over to local direction. The supervision of kindergartens is now vested in the supervising principals and the principals of elementary schools, who are assisted by the director of elementary instruction and her supervisory corps.

Redistribution of Supervisory and Administrative Functions

The policy of the Superintendent to decentralize supervision and to place greater responsibility locally has continued consistently during the two decades as new administrative principalships have been created. The aim has been to reduce the number of teaching principalships.

During the period from 1885 to 1915, it was the policy to build small eight-room elementary schools. Very few of these schools were enlarged during this period. As communities grew, additional buildings were erected. They were built to accommodate grades one to eight of the elementary schools. In 1915 there were 129 buildings of this kind in the school system.

Meanwhile, a new administrative policy was established whereby two or three nearby buildings were grouped under the same principal, who was relieved of any regular teaching duties. After 1915, new elementary schools constructed were of the extensible type, and as communities grew the buildings were enlarged to 16 or more rooms. Additions were erected enlarging many of the buildings of the earlier period. Under this plan, the number of teaching principals decreased rapidly as administrative principalships increased.

The new salary schedule approved by Congress in 1924 authorized administrative principalships.

Since 1930 there has been a gradual reduction of teaching principals. In 1940 the number had been reduced to 21 teaching principals and the number of administrative principals had been increased to 78.

Administrative changes in the principalship of elementary schools gave rise to a consideration of the question of reducing gradually the number of supervising principals. In 1920 there were 12 supervising principals, 8 in Divisions 1-9 and 4 in Divisions 10-13. It was agreed not to fill positions of retiring supervising principals. Under this policy by the close of the school year 1930-31 there remained 5 supervising principalships in Divisions 1-9 and 3 supervising principalships in Divisions 10-13. This number stands unchanged at this time.

Administration of Vocational Education

By 1930 it became evident that the public schools were preparing too many boys and girls for white-collar jobs. Labor leaders recognized the problem and advocated the training in vocational schools as a foundation for later success in the industrial life of the community. Vocational training, like manual training, had its beginning in the elementary field and was considered helpful especially for certain slow-moving pupils. But it became evident as the years passed that pupils of low intelligence could not be expected to attain great success in the skilled trades. The result was that as compulsory attendance laws were requiring pupils more and more to remain in school for longer periods the level of vocational training advanced naturally into the secondary schools. Today many of our large cities which are distinctly industrial areas are providing vocational schools that are virtually trade schools for pupils as old as 18 years of age and higher.

Great impetus for additional opportunities in this field was brought about by the interest of the Federal government in vocational training as a cure in part for unemployment which had become so serious a matter during the period of the depression. By 1938 the vocational program began to loom so large that the administrative leadership became an almost impossible burden for the head of that department. It was then

decided to appoint an officer to administer the vocational schools and to exercise a leadership in all vocational activities sponsored by the Federal government. The head of department who had been supervising the shops and other industrial arts work in the senior high schools, the junior high schools, the occupational classes and the regular classes in the elementary schools was thus relieved of responsibility for the work actually done in the vocational schools.

Meanwhile the vocational work in our night schools has increased to an unusual extent. Many persons employed in the industries of our city have enrolled in the continuation classes with a view to improving their skills and their efficiency in their peculiar vocations. This activity has added considerably to the complexity of administration and supervision of industrial instruction.

These administrative changes have undoubtedly been in the direction of bringing about a far better understanding of the educational philosophy on which this work is built. Fortunately these activities so closely related to the defense program may be more effectively organized and administered under our new administrative set up. The educational values and principles involved have become more clear cut with the result that the outcomes will undoubtedly be more satisfactorily attained.

Administration Improved by Assistant Principals in Secondary Schools

Larger senior high schools and junior high schools developed naturally as a result of the marked increase in enrollment in secondary schools which took place during the last decade. As these schools became larger institutions the complexity of administrative and supervisory duties justified the appointment of assistant principals in order that the operation of such schools might be made more efficient. Accordingly the Board of Education approved the following rules relative to the standards that should be followed in appointing assistant principals to growing senior high schools and junior high schools:

CHAPTER XV

"Section 6. 1. One assistant principal may be appointed in a junior or senior high school when the number of pupils exceeds 1,000.

"2. An additional assistant principal may be appointed in a junior or senior high school when the number of pupils exceeds 1,500.

"3. Not more than two assistant principals shall be appointed in any junior or senior high school.

"4. Whenever a junior or senior high school shall be entitled to one or more assistant principals, at least one of its administrative officers shall be a woman."

The responsibilities of principals of buildings on all levels of the school system have so materially increased in recent years that principals in charge of large schools should be provided with assistant principals and adequate clerical help to handle the many demands upon the principal's office and thus bring about a more efficient operation of our larger schools. Up to the close of the 1939-40 school year, however, no funds had been appropriated for assistant principals for junior high schools.

During the last decade the number of assistant principals in senior high schools has increased from 11 in 1930 to 15 in 1940.

Next Steps

1. A clerk should be assigned to each large elementary school; the larger junior high schools should have at least two clerks and clerical assistance should be provided for administrative principals.

2. Assistant principals should be assigned to the larger junior high schools.

3. There is a need for more systematic supervision of the educational program for handicapped children.

CHAPTER IV

ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS

JULY 1, 1920-JUNE 30, 1930

PREPARED BY ASSISTANT SUPERINTENDENT A. K. SAVOY

In his annual report to the Board of Education for the

school year 1929-30, the Superintendent of Schools, in section II, chapter 7, of that report, set forth in tabular statement the growth which had taken place in school facilities between July 1, 1920 and June 30, 1930. Those facilities were classified as to the instructional levels which they were to serve. The following table indicates the classification of those facilities as to the instructional levels they were to serve:

ADDITIONAL SCHOOL FACILITIES, JULY 1, 1920-JUNE 30, 1930

Schools	New Buildings	Additions to Buildings	Classrooms	Assembly Hall Gymnasiums	Pupil Capacity of New Facilities
Elementary:					
Divisions 1-9	17	18	260	14	
Divisions 10-13	5	10	106	4	
Total	22	28	366	18	
Vocational:					
Divisions 1-9					
Divisions 10-13		1	8		
Total		1	8		
Junior High:					
Divisions 1-9	5	3			4,550
Divisions 10-13	2	2			2,400
Total	7	5			6,950
Senior High:					
Divisions 1-9	2	1			5,150
Divisions 10-13		1			950
Total	2	2			6,100

In greatest part, the facilities listed above represented a net increase in the capacity of the public schools.

ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS, JULY 1, 1930-JUNE 30, 1940

Throughout the decade beginning July 1, 1930, and ending June 30, 1940, consistent and painstaking effort was made to provide school buildings adequate in size and facilities to meet the needs of public education in the District of Columbia. That those needs might be more easily visualized and the pro-

vision of the indicated facilities be spread over a reasonable period of time, school officers prepared a succession of school building programs. Three such general programs were formulated. The first of those programs covered the period beginning July 1, 1930, and ending June 30, 1935; the second, from July 1, 1937 to June 30, 1942. At the request of the Commissioners of the District of Columbia and as a part of their capital-improvement program, a third school-building program was prepared covering the 5-year period commencing July 1, 1941.

In the school year 1939-40, at the request of the "conferees on the District of Columbia Appropriations Bill for the fiscal year 1940," made through the Commissioners of the District of Columbia, school officers prepared a program for the consolidation and reconstruction of certain old elementary school buildings.

The extent to which additional facilities were acquired is indicated below in tables, which include the construction of school facilities on sites already owned by the District of Columbia through the availability in the fiscal year 1939 of approximately \$1,038,000 from Public Works Administration funds:

ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS THAT CAME INTO OCCUPANCY DURING THE PERIOD BEGINNING JULY 1, 1930 AND ENDING JUNE 30, 1940

ELEMENTARY SCHOOLS

School	Description	Number of Rooms	Assembly Gymnasiums	School Year of Occupancy
Division 1:				
Eaton	Addition		1	1931
Hardy	New building	4		1934
Hardy	Addition	4		1937
Hearst	New building	8		1934
Janney	Addition	8		1932
Key	Addition	4		1932
Lafayette	New building	8		1932
Lafayette	Addition	4		1938

School	Description	Number of Rooms	Assembly Gymnasiums	School Year of Occupancy
Mann	New building	8		1932
Murch	Addition	4		1932
Stoddert	New building	8		1932
Total, Division 1		60	1	
Division 3:				
Bancroft	Addition	8		1934
¹ Bancroft	Addition		1	1940
Keene	New building	8		1934
Shepherd	New building	4		1932
Shepherd	Addition	4		1938
Truesdell	Addition	8	1	1939
Whittier	Addition	8		1932
¹ Whittier	Addition		1	1940
Total, Division 3		40	3	
Division 5:				
¹ Bunker Hill	New building	4		1940
Noyes	New building	4		1932
Noyes	Addition	4		1940
Park View	Addition	15		1931
Woodridge	Addition	4		1932
Total, Division 5		31		
Division 6:				
Kenilworth	New building	4		1934
¹ Kingsman	Addition	8		1940
Total, Division 6		12		
Division 7:				
Buchanan	Addition	4	1	1931
Congress Heights	Addition	4	1	1932
Orr	Addition	6		1932
Total, Division 7		14	2	
Grand Total, Divisions 1-9		157	6	

¹ Provided out of P.W.A. funds.

School	Description	Number of Rooms	Assembly Gymnasiums	School Year of Occupancy
Division 10:				
Harrison	Addition	8	1	1933
¹ Monroe	Addition			1940
Total, Division 10		8	1	
Division 11:				
Bundy	New building	8		1937
Bundy	Addition	8	1	1939
Cleveland	Addition	6		1939
Crummell	Addition	2		1933
Douglass-Simmons	Addition	8		1933
Douglass-Simmons	Addition		1	1934
Grimke	Addition	4		1936
Grimke	Addition	8	1	1938
Logan	New building	9		1935
² Young	New building	11	1	1932
² Young	Addition	9	1	1938
Total, Division 11		73	5	
Division 13:				
Bowen	New building	10	1	1931
Bowen	Addition	14		1932
Deanwood	Addition	4	1	1932
Giddings	Addition	13		1933
¹ Giddings	Addition		1	1940
¹ Smothers	Addition	9	1	1940
Total, Division 13		50	4	
Grand Total, Divisions 10-13		131	10	
Grand Total, Elementary Schools		288	16	

¹ Provided out of P.W.A. funds.² Specially-built platoon school. One auditorium and two gymnasiums rather than two assembly hall gymnasiums.

VOCATIONAL SCHOOLS

School	Description	Pupil Capacity	School Year of Occupancy
Divisions 1-9:			
Abbot	Addition (Shop)	13	1932
Dennison	New building	452	1939
Chamberlain	New building	489	1939
Total, Divisions 1-9		954	
Divisions 10-13:			
Phelps	New building	560	1934
Total, Divisions 10-13		560	
Grand Total, Vocational Schools		1,514	

JUNIOR HIGH SCHOOLS

Divisions 1-9:			
Deal	New building	650	1932
Eliot	New building	650	1932
Gordon	Addition	428	1932
Powell	Addition	275	1932
Stuart	Addition	367	1932
Hine	Addition	122	1933
Macfarland	Addition	337	1933
Paul	Addition	337	1933
Taft	New building	627	1934
Anacostia	New building	628	1936
Deal	Addition	337	1936
Powell	Addition (Gymnasium)	31	1936
Eliot	Addition	337	1937
Deal	Addition	337	1938
Paul	Addition	337	1938
Total, Divisions 1-9		5,800	
Divisions 10-13:			
Browne	New building	650	1932
Randall	Addition (Gymnasium)	31	1932
Terrell	Addition (Gymnasium)	31	1934

School	Description	Pupil Capacity	School Year of Occupancy
Browne	Addition	337	1936
Randall	Addition	245	1937
Banneker	New building	707	1940
Total, Divisions 10-13		2,001	
Grand Total, Junior High Schools		7,801	

SENIOR HIGH SCHOOLS

Divisions 1-9:			
Roosevelt	New building	1,872	1933
Woodrow Wilson	New building	1,566	1936
Anacostia	Addition	617	1937
Eastern	Addition	490	1938
Total, Divisions 1-9		4,545	
Divisions 10-13:			
Armstrong	Addition (Gymnasium)	31	1937
Total, Divisions 10-13		31	
Grand Total, Senior High Schools		4,576	

The following tabulations list the schoolhouse accommodations provided for by June 30, 1940, but not ready for occupancy by that time:

ELEMENTARY SCHOOLS

School	Description	Number of Rooms	Assembly Gymnasiums
Division 3:			
Rudolph	New building	8	1
Division 7:			
Ketcham	Addition	8	1
Total, Divisions 1-9		16	1
Division 10:			
Montgomery	Addition	8	1
Total, Divisions 10-13		8	1
Grand Total, Elementary Schools		24	2

VOCATIONAL SCHOOLS

School	Description	Pupil Capacity
Divisions 10-13:		
1 M. M. Washington	Addition	146
Total, Divisions 10-13		146

JUNIOR HIGH SCHOOLS

Divisions 1-9:		
Jefferson	New building	750
Total, Divisions 1-9		750
Divisions 10-13:		
Randall	Addition	306
Total, Divisions 10-13		306
Grand Total, Junior High Schools		1,056

SENIOR HIGH SCHOOLS

Divisions 1-9:		
Coolidge	New building	1,694
Coolidge	Addition (Gymnasium)	31
Total, Divisions 1-9		1,725

¹ Provided out of P.W.A. funds.

As was the case in the previous decade, the schoolhouse accommodations which came into occupancy, or were provided for, during the period beginning July 1, 1930, and ending June 30, 1940, do not represent a total net increase in such facilities. The abandonment of certain school buildings has served in part to off-set the gains.

The schoolhouse accommodations acquired during the past decade, while numerous and modern in design and equipment, are insufficient in number to bring school facilities up to the level of the needs of the local situation. The completion of

the program formulated for the fiscal years 1942-46 and of the program for the consolidation and reconstruction of certain old elementary schools would go far to bring about such an improvement in schoolhouse accommodations.

CHAPTER V

IMPROVEMENT OF BUILDINGS, GROUNDS, AND EQUIPMENT, JULY 1, 1920-JUNE 30, 1930

PREPARED BY ASSISTANT SUPERINTENDENT
LAWSON J. CANTRELL

There is contained in the Superintendent's report to the Board of Education for 1929-30 a statement describing the improvement of buildings, grounds, and equipment for the 10-year period of July 1, 1920 to June 30, 1930. There are listed below the topics presented in that report which will indicate the improvements made during that period.

- Repairing and altering of school buildings
- Upkeep and physical improvement of buildings
- Lighting of school buildings
- Replacing of heating plants
- Improvement of grounds
- Painting of school buildings
- Standardization of equipment
- Standard system of classroom units
- Replacing of window shades
- Replacing and repairing of pupils' furniture
- Replacing of textbooks
- Replacing of library books
- Replacing of typewriters
- New type of elementary school building

IMPROVEMENT OF BUILDINGS, GROUNDS, AND EQUIPMENT, JULY 1, 1930-JUNE 30, 1940

One of the most important problems with which the Board of Education has to deal and one which requires a great amount of thought and planning is that of repairs and improvements to buildings and grounds. The appropriations for

this purpose are not adequate. This causes many very necessary repairs to buildings and grounds to be postponed or omitted, thus increasing costs due to accumulated neglect.

To indicate how inadequate these funds are, it is only necessary to observe that more than 17 million dollars have been appropriated for new buildings since 1930. These new structures must be painted and otherwise maintained. Yet with this additional load, the average annual appropriation for upkeep during the past 10 years was less than the average annual amount appropriated for the same purpose the 5 years preceding 1930.

Although adequate funds have not been made available, many improvements of major importance have been made over the 10-year period from 1930 to 1940.

A definite program has been provided for repainting, lighting, replacement of obsolete heating plants, installation of fire alarm systems, fencing and resurfacing of playgrounds, and other improvements. Work has been completed to the extent that funds have become available for such purposes.

Procedure in Securing Repairs and Improvements

To secure repairs or improvements to buildings or grounds the following orderly procedure has been established:

Principals of buildings submit requests for repairs to buildings under their charge on forms prescribed and furnished by the Board of Education. These forms are forwarded through proper channels to the First Assistant Superintendent in charge of Business Affairs. Requests for repairs are transmitted to the repair shop by the First Assistant Superintendent in charge of Business Affairs under three classifications—emergency, essential, and desirable. A classification on any request for repairs is advisory to the repair shop and is changed if in the opinion of the repair shop such change is necessary to provide for the proper maintenance of the buildings.

Five per cent of the appropriation is held in reserve for work of an emergency character. If this amount is not used by the beginning of the fourth quarter of the fiscal year, it is used to

make ordinary repairs and improvements. Work not of an emergency nature is estimated on by the repair shop and included in the next schedule of repairs.

The repair shop prepares a list of necessary items of work with the estimated cost, such as inspection, overhauling, and repair of steam and gas engines, motors, and fans; inspection and minor repairs to boilers and furnaces; resurfacing of blackboards; glazing; and other essential items. This list is submitted to the First Assistant Superintendent in charge of Business Affairs for his recommendations and approval.

The matter of providing adequate protection for the health and safety of pupils receives much attention. To this end, periodic inspections are made of all school buildings by the Health Department with a view of correcting or eliminating any conditions which might be injurious to the health of students. Likewise, inspections are made by the Fire Department to discover any conditions which may constitute a danger from fire. Copies of the reports submitted by these two departments are sent to the District Repair Shop for comment and report before being forwarded to the First Assistant Superintendent in charge of Business Affairs. These matters receive as prompt attention as possible and every effort is made to correct conditions which involve the health or safety of students.

Upkeep and Physical Improvement of Buildings

The following statement of appropriations shows the amount appropriated each year since 1930 for the upkeep and physical improvement of buildings:

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1931	\$475,000	1936	\$420,950
1932	492,000	1937	442,975
1933	437,500	1938	396,975
1934	325,000	1939	485,000
1935	375,000	1940	490,525

In the Appropriations Acts for the fiscal years 1931, 1932, and 1933, certain additional amounts were designated for specific projects. They were as follows:

In 1931, \$6,848 was expended for the painting and remodeling of the Wilson Normal School and the Miner Normal School for use as teachers colleges.

In 1932, \$15,000 was expended for the painting and remodeling of the Columbia Junior High School because of the contemplated change of the use of the building.

In 1933, the following amounts were expended for special purposes: \$2,000 for the painting and remodeling of three rooms at the Western High School; \$95,000 for the painting and remodeling of the old Business High School because of the contemplated change of the use of the building; and \$120,000 for repairs and reconstruction to rehabilitate the Wilson Teachers College and for razing the Ross Elementary School.

Lighting of School Buildings

Much emphasis has been placed on the proper lighting of buildings. All classrooms are electrically equipped with partially opaque globes, which permit semi-indirect lighting, so essential for the protection of the sight of pupils.

At a meeting of the Board of Education held on December 21, 1938, the Board endorsed and approved the appointment of a committee to consider and report on standards of lighting in school buildings. On June 26, 1940, the report of the committee was submitted to the Board of Education by the Superintendent. The committee made the following recommendations:

1. That the American Recommended Practice of School Lighting, prepared under the joint sponsorship of the Illuminating Engineering Society and the American Institute of Architects, and approved by the American Standards Association on February 27, 1938, be used as a basis for lighting standards.

2. That all new construction be provided with suitable service to maintain minimum standards after average drop experienced in operation.

3. That the indirect type lighting be used in classrooms and other rooms used for study purposes.

4. That maximum window glass area be provided in all new buildings.

5. That school regulations contain specific instructions of personnel regarding the operation, maintenance, and care of lighting facilities.

6. That light meter readings be systematically made in all schools by competent persons.

7. That the necessary adjustments be made in schools to provide efficient lighting in accordance with the established standards.

8. That appropriations be obtained to make the improvements required.

9. That provision be made for proper building maintenance. The present maintenance conditions in the older buildings reduce the efficiency of the lighting provided.

Replacement of Heating Plants

In 1930 there were 33 buildings which had either hot air heating systems or obsolete and inadequate steam plants. A systematic effort has been made to replace heating plants in all buildings which are not equipped with modern boilers. During the past 10 years heating plants in 23 buildings have been replaced. There are still many school buildings with the old hot air type of plant. The program of replacing the outmoded heating plants will continue until all buildings are equipped with new boilers. During the past few years oil burners have been installed in nine heating units. These oil burners furnish heat for 13 buildings.

Improvement of Grounds

In 1928 a program of improvement of grounds surrounding school buildings was authorized; and under this program an expenditure of \$100,000 was authorized for the fiscal year 1929. An expenditure of a like amount was authorized for the fiscal years 1930, 1931, and 1933. An expenditure of \$200,000 was authorized for the fiscal year 1932. All of these funds were made available from unexpended balances from the buildings and grounds appropriations.

Because of the depression these special expenditures were discontinued. However, a program for improvement of grounds surrounding school buildings has been pursued during the entire 10 years from 1930 to 1940. During this period 121 schoolyards have received improvements. Of these, 100 grounds have been resurfaced in whole or in part and 94 of the schoolyards have been either partially or completely enclosed by fences. The fencing of these yards has added greatly to the protection of children from the dangers of traffic.

Certain sums have been made available from time to time by the Works Progress Administration, Civil Works Administration, and Public Works Administration for ground improvements. These funds have made it possible to continue im-

provements to grounds which would not have been possible after the elimination from the budget of the special appropriations referred to above. Additional provision for upkeep of all grounds, however, is essential.

Installation of Fire Alarm Systems, Automatic Electric Clocks, and Electric Bell Systems

In 1930 many buildings were still equipped with fire-alarm gongs which had to be sounded by hand. In so far as funds have permitted these have been replaced with modern fire-alarm stations located at such points in the buildings that the alarm can be heard in all classrooms and corridors.

Electric clock and bell systems are also being installed in school buildings as rapidly as funds will permit. All new buildings on the secondary level, vocational schools, and certain of the elementary schools which have been erected since 1920 have been equipped with electric clock and bell systems. In addition, 11 old buildings have been supplied with the electric clock and bell systems and 20 additional old buildings have been equipped with electric bell systems. There are many of the older buildings which have not yet been equipped with these modern appliances.

Standardization of Equipment

Although classroom equipment and equipment for assembly halls and gymnasiums had been standardized previous to 1930, the work of standardization was extended and expanded to include all school supplies and equipment. A committee was appointed in 1937, whose duty it was to study the needs and requirements of all departments with a view of compiling a list of the most useful and appropriate school equipment and supplies that were available. This committee has virtually completed its report and the lists for all school levels have been submitted for approval by the Board of Education with the exception of the list of equipment and supplies for the elementary schools and certain miscellaneous lists for the senior high

schools. Only minor changes and additions are necessary to complete these lists.

Painting of School Buildings

Much attention has been given to the importance of painting the interior of classrooms as well as the exterior of school buildings. An effort has been made to develop a program by which buildings will be repainted completely every 7 years. While this standard has not yet been fully achieved, considerable progress has been made.

Of the 173 buildings in Washington used for school purposes, 16 were completely repainted and others were partially painted. However, even with this progress, it will be many years before the program is brought up-to-date. To appreciate the conditions of school buildings with reference to painting it is only necessary to point out that during the 7-year period from 1920 to 1927 an average of only one building per year was completely painted. There are still many buildings in urgent need of paint.

Standard System for Classroom Units

School officers have recognized the need for adequate planning of school buildings and particularly classroom units. This is necessary in order both to safeguard the health of pupils by insuring sufficient space, light, and heat, and also, because of the ever-increasing cost of construction, to utilize all available space for classroom purposes.

Accordingly, many suggestions as to the latest trends have been given the Municipal Architect, whose duties are to write specifications and draw plans for school buildings. Not only have sizes of rooms been taken into consideration, but also the location of the various rooms and the most efficient arrangement of furniture and equipment have been studied and recommendations made. Shop equipment has been provided with approved safety devices.

Replacement of Window Shades

In 1929 a program for the replacement of window shades was authorized. Because of the injurious effect on the sight of pupils which results from poor lighting, great care has been exercised by school authorities in providing window shades for all classroom windows. At present, periodic inspections are made and reports are submitted on the condition of shades. Windows in all classrooms are now equipped with shades.

Replacement and Repair of Pupils' Furniture

With almost 92,000 pupils enrolled in the day schools and another 9,000 in night classes, the matter of repair and replacement of classroom furniture becomes a major problem. In order that there may be as great economy as possible in demands for funds for this purpose, a cabinet shop has been established to make repairs, refinish, and otherwise recondition school furniture. This shop employs one cabinet maker, four carpenters, and two laborers. Through appropriations for new furniture and the work done by the cabinet shop, there are probably not more than 100 classrooms yet to be equipped with modern furnishings.

Replacement of Textbooks

The appropriation for textbooks and supplies is not sufficient to enable the schools to avoid the use of obsolete and badly worn books. The appropriation for this purpose permits an allotment of \$1.25 per year, per pupil in the elementary schools; \$2.00 per year, per pupil in the junior high schools; \$2.00 per year, per pupil in the vocational schools; and \$3.25 per year for each senior-high-school student. Textbooks are not furnished, however, to students in the teachers colleges or in the night schools.

This appropriation is necessary to purchase both textbooks and other school supplies. These supplies include such items as paper, ink, erasers, chalk, globes, maps, charts, and other

indispensable supplies. Building principals and teachers find it necessary to use textbooks for 6, 8, or even 10 years. These books are not only badly worn and soiled but are also often obsolete as to content. The procurement and distribution of supplies have been greatly improved in recent years.

Replacement of Library Books

Although some progress has been made in the development of libraries in the teachers colleges and secondary schools, appropriations have been found to be inadequate to develop libraries satisfactory to the accrediting authorities for such schools. The adequate provision of books for these libraries would be greatly improved if, in the initial appropriation for these schools, sufficient funds were provided for that purpose. Provision is urgently needed for libraries and library books in the elementary schools.

Replacement of Typewriters

There are in use for instructional purposes about 3,600 typewriters in all schools. The repair and replacement of worn-out machines is a matter of great importance. Means of securing repairs have been provided and about \$4,000 per year is used for this purpose. A plan of replacing worn-out machines has been established. Replacements are now being made at the rate of about 500 machines per year. This rate permits replacements of machines on approximately a 7-year basis. This is inadequate in view of the fact that the machines are used constantly by many inexperienced students in the day and evening schools.

CHAPTER VI

IMPROVING SCHOOL ADMINISTRATION THROUGH COOPERATION, JULY 1, 1920-JUNE 30, 1930

PREPARED BY FIRST ASSISTANT SUPERINTENDENT
G. C. WILKINSON

In his annual report for the 10-year period July 1, 1920 to June 30, 1930, the Superintendent discussed the question of

improving school administration through cooperation under the following headings:

Cooperation between the board and the public

Conference with citizens on the budget in April and December

Indorsement of legislation

Advisory committee on vocational education

Citizens' advisory committee on character education

Acceptance of gifts

Naming of public-school buildings

Employment of married women as teachers

Lengthening of the school day to avoid home study

Cooperation with other departments of government

Board of Public Welfare

Engineer Department

Fire Department

Health Department

Police Department

Public Library

United States Office of Education

Naturalization Bureau

Cooperation among officers and teachers

Regular meetings of officers

Teachers' council

Teachers' institute

Committees on revision of courses of study

Committees on textbooks

Committees on homogeneous grouping of pupils

Leave of absence prior to closing of school in June

Board of inquiry

Advisory committee on business affairs

Cooperation with organizations

American Association of University Women

American Automobile Association

Association for the Prevention of Tuberculosis

Daily press

District of Columbia Congress of Parents and Teachers

Inaugural Committee

Juvenile Protective Association

Kiwanis Club

Public School Art League

The Twentieth Century Club

Washington Board of Trade

Washington Chamber of Commerce

Washington Institute for Mental Hygiene

IMPROVING SCHOOL ADMINISTRATION THROUGH COOPERATION, JULY 1, 1930-JUNE 30, 1940

In his annual report of 1929-30 the Superintendent expressed the point of view that school business is the concern not only of the Board of Education, but also of other departments of the government. It may truly be said that the successful operation of a public school system depends in large measures upon the extent to which the Board of Education, the school officials, and other governmental agencies cooperate in providing public school facilities and services.

There is abundant evidence in the records of the public school system of the District of Columbia that, throughout the 10-year period now closing, a healthy spirit of cooperation has existed between the Board of Education, the public school officials, and other governmental agencies, both Federal and local. It is the purpose of this chapter to record some of the ways in which this spirit of cooperation has made itself manifest.

Cooperation between the Board of Education and the Federal Government

In addition to the Board of Education, departments both of the Federal and District Government are deeply concerned with the business of public education in the District of Columbia.

The school budget, annually prepared by the school officials, the Board of Education, and the Board of Commissioners of the District of Columbia, is transmitted to the Bureau of the Budget for consideration and appropriate action, and in the following December (now January) is forwarded to Congress by the President of the United States.

Early in the fall the Board of Education and the school officials justify the school budget items at hearings held by the Bureau of the Budget, and, during the current session of Congress, at hearings conducted in turn by the Subcommittees of the House of Representatives and the Senate on Appropriations for the District of Columbia. The annual Appropria-

tions Act for the support of the District of Columbia passed annually by both Houses of Congress after exhaustive and sympathetic consideration, and approved by the President of the United States, provides the means for public school accommodations, facilities, and services. The provisions for public education in the Appropriations Act for the support of the District of Columbia are determined only after full discussion of each of the items and with the cooperation of all agencies concerned.

Frequently during the past 10 years the Board of Education has prepared bills for introduction in Congress for the improvement of the local public-school system. Often bills not initiated by the Board of Education have been introduced in Congress. Such bills have uniformly been referred by the Congressional committees concerned with them to the Board of Commissioners and to the Board of Education for consideration and comment. Acts of Congress for the improvement of the local public-school system thus develop out of the joint efforts of the Board of Education, the school officials, and Congress. There is carried in Chapter I of this report a list of important legislation affecting the local public-school system and passed by Congress during the period July 1, 1930 to June 30, 1940, inclusive.

The United States Office of Education.—The Board of Education and the school officers have cooperated with the United States Office of Education in implementing the vocational training programs provided for by the George-Deen Act and the National Defense Training Act.

The George-Deen Act approved June 8, 1936, provides for the further development of vocational education in the several States and Territories including the District of Columbia. The Second Deficiency Appropriation Act, 1940, approved June 27, 1940, Public, No. 668, provides "for payment to States, subdivisions thereof, or other public authorities, by the United States Commissioner of Education for the cost of courses of less than college grade essential to the national defense." The District of Columbia receives a grant under the terms of this act.

Provisions for the administration and supervision of the program of vocational education in the public schools of the District of Columbia under the terms of the George-Deen Act are outlined in a plan formulated by the school officials and approved jointly by the Board of Education and the United States Office of Education.

In accordance with the plan, and in order that the Board of Education might have the assistance of the public in its consideration of the improvement of vocational education offered in the public schools of the District of Columbia, the Board of Education appointed a biracial Advisory Committee for Vocational Education equally representative of employers, employees, and homemakers. This committee serves under the chairmanship of the Superintendent of Schools, and advises the Board of Education on policies for the promotion of vocational education in the District of Columbia.

Training for National Defense.—Interest was at a high pitch throughout the country in the spring of 1940, even before the passage of the act on June 27, relative to a possible program of vocational training for industries essential to national defense. The United States Office of Education held important conferences with educational leaders "for the purpose of securing definite information and for the preparation of a statement indicating what the vocational schools of the country were prepared to do in training for national defense."

The public school system of the District of Columbia cooperated with the United States Office of Education in the preparation of these reports. The Board of Education and the school officials in cooperation with the United States Office of Education also formulated a plan, jointly agreed to, known as the District of Columbia Plan to Carry Out the Provisions of Public, No. 668, 76th Congress, Chapter 437, 3rd Session, and authorizing a vocational program in and for industries essential to the national defense. The Advisory Committee for Vocational Education, appointed by the Board of Education in connection with the vocational education program under the George-Deen Act, functions as the District Advisory Committee for the vocational program in and for industries essential to national de-

fense. In addition, small committees representing the several crafts and trades for which training opportunities are to be provided, have been set up by the school officials. In consequence, the public school system of the District of Columbia is now fully prepared to inaugurate the national defense training program beginning in July, 1940. The Superintendent will discuss this program in some detail in his annual report for the school year 1940-41.

The National Capital Park and Planning Commission.—In January of 1937, the Board of Education received from the National Capital Park and Planning Commission a communication indicating that the Commission had authorized the appointment of a committee to study the recreation plan of 1930 in its relation to the school building program plan, 1937-1942, the committee to be composed of representatives of the Board of Commissioners, the Board of Education, the National Park Service, the District Recreation Committee and the National Capital Park and Planning Commission. The Superintendent of Schools was designated by the Board of Education as its representative on this committee.

Cooperation between the Board of Education and the Government of the District of Columbia

The Board of Education, the school officials, and the Commissioners of the District of Columbia cooperate in the preparation of the annual budget of the public schools for transmittal to the Bureau of the Budget. Annually the Board of Commissioners hold conferences with the public and then executive hearings with the Board of Education and the school officials on the Budget as submitted, to determine the validity of the items requested.

While authority for the location and purchase of school sites, the preparation of plans and specifications for, and the construction of new public school buildings, rests by law with the Commissioners of the District of Columbia (the Engineer Department and the Municipal Architect acting as agents for

the Board of Commissioners in the discharge of these functions), the Board of Commissioners actually purchases school sites, and plans and constructs new public school buildings only after consultation with the Board of Education.

Cooperation between the Board of Education and Other Departments of the District Government

The Repair Shop.—All repairs and improvements to public school buildings and grounds are made by the Repair Shop of the District of Columbia under the supervision of the Engineer Commissioner of the District of Columbia, and upon the recommendation of the school officials.

As reported by the Superintendent in his annual report of 1929-30:

The Municipal Architect.—As agent of the Board of Commissioners, plans public school buildings, and supervises their construction.

The Health Department.—Supervises the general health of public school pupils; conducts physical examinations of pupils, and performs dental work for pupils not otherwise provided for; vaccinates without cost many pupils seeking admission to school; gives special attention to the health of pupils in health schools, and in the schools for crippled children.

In recent years the Health Department, through its Bureau of Maternal and Child Welfare, has been very active in promoting infant and pre-school child health conferences on how to get children ready for school work. The Health Department has also greatly increased its activity in the field of health examinations for pupils.

One further important service performed by the Health Department in the interest of public education is the health examination given by the department to all applicants who enter the examinations required by the Board of Education to establish eligible lists for appointments to teaching service.

The Fire Department.—In addition to standing ever-ready to respond to any and all fire calls that may come from our 175

public school buildings, the Fire Department cooperates with the Board of Education and school officials by inspecting annually each public school building and reporting in collaboration with the District of Columbia Municipal Architect to the Superintendent of Schools its findings on all matters relating to fire protection in the public schools of the District of Columbia. The Superintendent in turn forwards this joint report of the Chief Engineer of the Fire Department and the District of Columbia Municipal Architect to the Board of Education. All building conditions considered urgent or emergency are immediately handled by the Repair Shop. Those considered necessary are given appropriate attention and those considered desirable are handled after the urgent and necessary structural changes have been completed.

The municipal authorities, the Board of Education, and the school officials all agree that "the recommendations and suggestions are deemed essential, primarily from a safety-to-life standpoint of the occupants, and secondarily, for the physical protection of the property against fire."

The Police Department.—Assigns members of the police force to service at dangerous crossings in accordance with a plan agreed upon in conference with school officials.

It also cooperates with the American Automobile Association in promoting the Schoolboy Patrol in the public schools for the purpose of improving traffic control in the vicinity of school buildings.

Pursuant to the instructions issued by the Board of Education to the Superintendent of Schools to cooperate with the Police Department in any reasonable plan to secure greater safety to children skating in the streets, the Superintendent of Schools issued, in October, 1933, a circular on Police Regulations—General Order No. 11, October 25, 1933, approved by the Board of Commissioners, designating certain streets to be roped off or protected by signs for the purpose of roller skating.

The Board of Public Welfare.—In addition to its usual functions of investigating cases of children who are without proper home care, and providing clothing for needy children in order to make it possible for them to attend school, the Board of

Public Welfare, during the past 10-year period, has carried on a demonstration in case work and coordination of community resources in the prevention of dependency, neglect, and delinquency of children.

The District of Columbia Purchasing Office.—The Purchasing Office of the District of Columbia has charge of the procurement of equipment and supplies for the public schools. The business department of the Board of Education cooperates with the District of Columbia Purchasing Office by preparing and submitting specifications and requisitions for all such purchases.

The Auditor of the District of Columbia.—Working cooperatively, the business office of the public school system and the Auditor's Office prepare all payrolls for the public school personnel. The Office of the Auditor, acting as the chief budget officer for the District of Columbia, assists the Board of Commissioners, the Board of Education, and the school officials in the preparation of the annual public school budget. This office also supervises all contracts for the purchase of equipment and supplies for the public schools, and audits all accounts.

The Alcoholic Beverage Control Board.—The Board of Education and the Alcoholic Beverage Control Board of the District of Columbia have cooperated in shaping the policy of the Alcoholic Beverage Control Board regarding the granting of licenses to persons seeking to operate liquor establishments in the neighborhood of public school buildings. The Alcoholic Beverage Control Board notifies the Board of Education and the school officials of all applications filed for the opening of such establishments in the vicinity of public school buildings. The school officials investigate the case to determine whether the granting of such license is contrary to the educational welfare of the school children and submit their findings to the Board of Education which finally passes upon the case on the basis of evidence submitted, and transmits their decision to the Alcoholic Beverage Control Board for consideration and final decision. The Board of Education frequently has exercised its right to be heard at public hearings of the Alcoholic

Beverage Control Board on applications for liquor licenses where, in the opinion of the Board of Education, the educational welfare of public school children is involved.

The Personnel Board of the District of Columbia.—The Superintendent of Schools by designation of the Board of Education and on the invitation of the Board of Commissioners serves as a member of the classification board of the District of Columbia. It is the function of the classification board to determine the salary classifications of all employees of the District Government, including clerks and custodial employees of the Board of Education.

The Public Library.—It so happens that a member of the Board of Education and the Superintendent of Schools are members of the Public Library Board.

As representative of the cooperative relationship existing between the public school system and the Public Library mention is here made of the maintenance of a branch of the Public Library at the Eastern High School and the construction recently of a branch to the Public Library in the new Jefferson Junior High School building. These are noteworthy instances of public buildings in the District of Columbia dedicated to the promotion of public education being operated jointly under the supervision of the Board of Education and the Public Library Board.

The Office of the Corporation Counsel.—The Corporation Counsel of the District of Columbia, designated by the Commissioners on the request of the Board of Education, as attorney for the Board of Education, has been frequently called upon by the Board of Education and has as frequently cooperated with the Board and the school officials in the writing of opinions upon legal problems involving the interests of public education and in representing the Board of Education before the local courts.

The Alley Dwelling Authority.—In the elimination of slum areas and the construction of low cost housing projects, the Alley Dwelling Authority of the District of Columbia has uniformly consulted the Board of Education and the school officials on population trends, and school building needs in vari-

ous localities in which the Authority may be interested, and on the possibility of the purchase by the Board of Education as school sites or playgrounds, parcels of property in the neighborhood of school buildings from which slum dwellings are to be removed by the Authority. It has been the uniform policy of the Alley Dwelling Authority before constructing low cost housing projects to secure from the school authorities definite information either as to schoolhouse accommodations available or contemplated in the neighborhood.

The Juvenile Court.—The Juvenile Court of the District of Columbia is given jurisdiction in all cases arising under the act providing for compulsory school attendance, and the act to regulate the employment of minors within the District of Columbia, and the Board of Education of the District of Columbia is authorized by law to consolidate the administrative duties incident to the enforcement of the provisions of these two acts "under a single division to be known as the Department of School Attendance and Work Permits."

The two governmental agencies concerned exercise and discharge their respective powers and duties in the enforcement of these two laws for the protection of the rights of children to public education, according to the plan formulated jointly by the Juvenile Court and the Department of School Attendance and Work Permits.

The National Youth Administration.—The Board of Education and the public school officials have cooperated with the District National Youth Administration, the District Work Projects Administration, and the District Emergency Relief Administration, in relating their programs to the local public schools.

Pupils in the vocational, junior, and senior high schools, and students in the teachers colleges, regularly receive benefits from the student-aid fund of the District National Youth Administration in accordance with a plan approved by the Board of Education and the District National Youth Administration.

The plan requires that each school participating in the student-aid program submit to the State Youth Director for approval a "work plan", that "need" should determine the eligi-

bility of applicants for student aid, and that students receiving such aid should be employed on student-aid projects in the schools. Thousands of our pupils over the past several years have been the recipients of aid thus provided by the District National Youth Administration.

District Work Projects Administration.—On January 3, 1934, the Board of Education gave its approval to the request of the Superintendent of Schools for permission to cooperate with the District of Columbia, Emergency Relief Administration (now District Work Projects Administration) in the establishing of the following projects: Nursery Classes, Classes for Adult Illiterates, and Vocational Rehabilitation.

Nursery Classes.—In March, 1934, 10 nursery classes were established in public school buildings—5 for children in the schools of Divisions 1-9, 5 for the children in the schools of Divisions 10-13. These nursery classes catered to the needs of a large number of children—439 enrolled—between the chronological ages of 2 and 4 years. The program of instruction was calculated to foster the development of the pre-school child physically, emotionally, and socially, as well as intellectually, with emphasis at all times on the formation of right habits and attitudes. These nursery classes were discontinued on June 30, 1939.

Classes for Adult Illiterates.—Under terms of an agreement with the local Work Projects Administration, many classes for adult illiterates have been opened in public school buildings under the general supervision of the public school officials. The program involves "vocational education, the teaching of illiterates, and rehabilitation work", and is designed, through the use of Federal relief funds, to pay work-relief wages to needy unemployed teachers or other needy persons competent to teach in classes up through the eighth grade.

On July 1, 1935, the Superintendent placed before the Board of Education the question of approving the participation of the public schools in the District work projects. The Board recognizing that here was another opportunity to cooperate with the authorities in the furtherance of the unemployment relief program, readily approved the Superintendent's recom-

mendation. In consequence, the local public school system has received valuable assistance in bringing old records up-to-date, in cataloguing libraries in the secondary schools and teachers colleges, in the prosecution of several important research studies, in extending the recreational service of the Community Center Department, and in the care of public school buildings and grounds.

Hot Lunches for Needy Children.—The story of the cooperative movement for supplying necessitous children in the public schools with hot lunches is a fascinating one. The need for providing such service appeared early in the school year 1931-32. It was not, however, until February 24, 1933, that the demand for such service was temporarily met. On that date the Board of Education of special poll authorized the Washington Herald to inaugurate, at its own expense, and with what assistance it could secure from public-spirited citizens and organizations, a system of hot lunches for needy children for several elementary schools. The lunches provided by the Herald were of excellent quality. The service was most efficient. Through this service many elementary school pupils gained in weight, in many ways improved in their physical condition, and, according to the testimony of teachers and officers, were "able to give better concentration in the classroom and show more joy in learning." The Washington Herald hot lunch project for needy children was discontinued on June 2, 1933.

This successful demonstration of the need and value of this service to needy school children no doubt had much to do with causing the Board of Commissioners of the District of Columbia to make funds of the District Emergency Relief Administration available, beginning December 20, 1933, for the serving of hot lunches to all needy children in the elementary schools. The plan was put into operation on January 2, 1934, at the close of the Christmas holidays. The movement was greatly stimulated by a visit from Mrs. Eleanor Roosevelt, the First Lady, early in January, 1934.

On February 7, 1934, the Superintendent advised the Board of Education that, on January 26, 1934, in a conference he had

with representatives of the Federal and District Emergency Relief Administrations, it was decided that the District Emergency Relief Agency "should set up facilities for preparing food for needy school children as soon as practicable." On the recommendation of the Superintendent, the Wisconsin Avenue Manual Training School was placed at the disposal of the District relief agency for the establishment of a school-lunch kitchen.

The system of providing hot lunches at public expense was extended to needy children in the vocational, junior, and senior high schools on March 12, 1934, provided the school cafeterias furnish the lunches, with the understanding that reimbursements would be made from District relief funds to the amount of 10 cents per pupil, per lunch.

The average number of hot lunches served daily to needy school children prior to the Easter holidays in 1934 was 5,598. The average number of hot lunches served daily during the Easter holidays was 3,918, about 70% of the number of lunches served while schools were in session.

On June 12, 1934, the Board of Education was advised by the Board of Commissioners that during the summer months hot lunches would be served to needy school children in their homes, rather than in school buildings, and that "none would go hungry."

The serving of hot lunches to needy school children has continued without interruption since the project began in January, 1934.

Surplus Foods Commodities Corporation.—The Board of Education at its meeting held on November 15, 1939, approved the recommendation of the Superintendent of Schools that the Commissioners of the District of Columbia be requested to apply to the Federal Surplus Food Commodities Corporation to make available surplus commodities to provide free lunches for needy pupils in the vocational, junior, and senior high schools.

On December 6, 1939, the Board of Education was advised of the Commissioners' approval of its request that surplus commodities be made available in providing free lunches for

needy pupils in the vocational, junior, and senior high schools with the provision that schools use these commodities "only for relief purposes, and in such manner as to prevent competition with the same or like commodities in the normal channels of trade and commerce."

The District Public Utilities Commission.—On February 25, 1931, Congress passed an act providing for 3-cent street car fares for school children under 18 years of age going to and from school in the District of Columbia. On March 3, 1931, the Public Utilities Commission issued an order in the matter of reduced fares for school children in the District of Columbia, setting forth in considerable detail the rules and regulations appertaining thereto. Soon thereafter, on March 6, 1931, the Superintendent issued a circular of instructions to school officers and principals of buildings regarding the regulations of the Public Utilities Commission, and seeking the cooperation of all educational employees in the inauguration of the plan.

Needless to say, the 3-cent school-fare law has made an invaluable contribution to public education in the District of Columbia; and it has been a real economic blessing to families having children in school. It has been estimated, for instance, that in the first 2½ years of the operation of the 3-cent school-fare law, more than a quarter of a million dollars had been saved by parents of school children, when computed on the assumption that, otherwise, 10 cents per trip would have been paid.

Cooperation between the Board of Education and the Public

Throughout the 10-year period now drawing to a close improvement in the administration of the public school system has been greatly stimulated by the fine spirit of cooperation that exists between the Board of Education, the school officials, and the public. Organizations such as the Federation of Citizens Associations, the Federation of Civic Associations, the Congress of Parents and Teachers, the Federation of Parent-Teacher Associations, and their constituent local bodies, the

Kiwanis, the Chamber of Commerce, the Board of Trade, the Community Chest, the District of Columbia Public School Association, the Daughters of the American Revolution, Sons of the American Revolution, Association for the Study of Negro Life and History, the American Legion, and many other organizations too numerous to mention, have cooperated with the Board of Education and the school officials in a consistent and unselfish manner in providing for Washington adequate public school facilities and services.

Consistently during this period the Board of Education and the school officials have followed their policy, inaugurated in 1920, of holding two conferences each year with the representatives of public organizations interested in public education. The first of these conferences provides an opportunity for the public to present to the Board of Education items for the improvement of public educational facilities which it desires the Board of Education to include in the budget; the second annual conference affords an opportunity for the Board of Education to discuss with the public the school budget in the form in which it was prepared and submitted by the Board, and as modified by other responsible agencies of the government on its way to Congress.

For purposes of emphasis the Superintendent restates his conviction that these annual conferences on the school budget between the Board of Education and representatives of public organizations have been found to be of great value (1) "in giving the Board a comprehensive view of the varied and manifold needs of the public schools of the District of Columbia, and (2) in giving to the general public insight into the comparative school needs of various sections of the District of Columbia."

There has developed through the years among the various civic organizations in the city the practice of registering in the hearings conducted by Congressional committees the feeling of the citizens that the best in public school facilities is none too good for Washington.

Very generously and effectively have these organizations cooperated with the Board of Education and the school officials

in securing the repeal of the amendment known as the "Red Rider Amendment", in the promotion of the character education experiment, in the conduct of occasional health surveys of students in certain schools under the general supervision of the Health Department, in the establishment of emergency nursery schools, in providing free lunch for necessitous school children prior to the time when this project was financed by funds from the Emergency Relief Administration, in providing clothing and shoes for needy school children, in the inauguration of measures for the conservation and protection of school property, in supplementing the educational facilities of many schools by gifts of articles not ordinarily provided out of public funds, in promoting legislation designed for the improvement of the school system, in providing instruction for physically handicapped, shut-in children, and in resisting the invasion of school neighborhoods by liquor establishments.

Providing Needy School Children With Clothing and Shoes

As early as 1933 it was apparent that cooperation between the Board of Education, the school officials, relief agencies, and the general public was needed in adjusting the cases of many school children who were not attending school because they were not provided with clothing and shoes suitable for the purpose. On November 15, 1933, in response to the request of the Board of Education for information on this subject, the Superintendent submitted a report showing (1) that for the week ending October 20, 1933, 211 school children were absent from school on account of lack of shoes and clothing, and (2) the established procedure for handling cases of public school children whose attendance at school was being interfered with because of lack of shoes and other clothing. The Superintendent reported that "If children absent from school under the above conditions (lack of clothing) are from families that are receiving Federal emergency relief, through the office of Mr. L. A. Halbert, Director of District Emergency Relief, such cases are immediately referred by the attendance office to Mr. Halbert with detailed information as to the conditions in the

home found by the attendance officer when he calls. Mr. Halbert is concerned with the relief of families where the adults are unemployed. If the family is receiving relief from the Federal agency, the District agencies and the Community Chest do not participate in the relief. This is in accordance with the policy mutually agreed on by the agencies concerned.

"If, on the other hand, the attendance department finds on consulting the established sources of information the family is known to be receiving, or has received aid from a local relief agency in the Community Chest, the attendance officer immediately reports the case to that agency, submitting detailed information regarding the home conditions." The Superintendent further reported that the attendance department, the educational employees of the Board of Education, and the relief agencies were fully discharging their responsibility in this connection.

How many children at any one time were affected and the extent to which their education was interrupted, by lack of clothing suitable for school attendance are revealed by the following figures assembled from occasional reports on the subject submitted to the Board of Education by the Superintendent:

Number of School Children Not Attending School because of Lack of Suitable Clothing

For the Week Ending	No. of Children	Aggregate No. Days Absent
October 20, 1933	211	—
November 24, 1933	192	—
January 12, 1934	264	1,085
March 16, 1934	268	—
March 23, 1934	239	—
March 29, 1934	192	—
January 11, 1935	230	933
January 17, 1936	417	1,795

This problem became so serious by January, 1934, that the Board of Education instructed the Superintendent to send detailed information on the subject to all agencies vitally con-

cerned in the relief work, such as the District of Columbia Emergency Relief Administration, the Board of Public Welfare, the Community Chest, the Washington Council of Social Agencies, the District of Columbia Congress of Parent-Teacher Associations, the Federation of Parent-Teacher Associations, the Sterling Relief Association, the Catholic Charities, the Family Service Association, the Kiwanis, the Chamber of Commerce, and the Board of Trade. Needless to say, relief was immediately furnished and is still being provided.

The Advisory Committee on Vocational Education

Elsewhere in this report the Superintendent has mentioned the appointment by the Board of Education of a biracial Advisory Committee for Vocational Education equally representative of employers, employees, and homemakers, serving under the chairmanship of the Superintendent of Schools, and charged with the responsibility of advising the Board of Education on policies for the promotion of vocational education in the District of Columbia. The appointment of this advisory committee was in accordance with a mutual agreement between the Board of Education (approved November 3, 1937) and the United States Office of Education designed to secure the cooperation and assistance of the public in the consideration of measures for the improvement of the program of vocational education in this city under the terms of the George-Deen Act, and the act providing for the training of citizens for national defense.

The Committee was originally constituted as follows:

Employers—Mr. Herman Carl, President of Call Carl, Inc.

Mr. John Hasley, General Manager of Palais Royal.

Mr. Charles H. Fearing, Business Manager, Washington Branch, N. C. Mutual Life Insurance Company.

Employees—Mr. D. C. Dow, Member of Plumbers' Local Union No. 5 and Member of Board of Plumbing Examiners for the District of Columbia.

Mr. C. F. Preller, Business Manager of Electrical Workers' Local Union No. 26 and President of the Washington Building Trades Council.

Mr. Hilyard R. Robinson, Architect employed in the Department of the Interior.

Homemakers—Mrs. Waldron Faulkner, 3501 Newark Street NW.

Mrs. Bennet Schauffler, 214 A Street NE.

Mrs. Virginia R. McGuire, 1820 Ninth Street NW.

The Advisory Committee on Vocational Education meets in the board room at the Franklin Administration Building. The recommendations of the committee are forwarded to the Board of Education by the Superintendent for consideration and appropriate action. By this arrangement the public is assured of the consideration and approval by representatives of employers, employees, and homemakers, of all important policies regarding the vocational education program in the District of Columbia before definitive action on said policies is taken by the school officials and the Board of Education. The recommendations of the advisory committee have been uniformly constructive and progressive.

Committee to Study Needs of Physically Handicapped Children

On September 21, 1938, the Superintendent advised the Board of Education that problems of unusual importance were arising in connection with the organization of work for the care and instruction of physically handicapped children, and that school officers and others interested in this question felt that an advisory committee of experts and representative persons should be appointed to cooperate with the Board of Education and the public school officials in a study of these problems and to submit appropriate recommendations to the Board. The Superintendent further recommended that, because of her deep interest in the welfare of physically handicapped children, the President of the Board of Education, Mrs. Marian Wade Doyle, should be requested to serve as chairman of the committee. The Board approved the Superintendent's recommendation, and ordered that the advisory committee should be constituted as follows:

Mrs. Marian Wade Doyle, President of the Board of Education, Chairman
 Mr. Charles D. Drayton, representing the Board of Education and the
 Board of Directors of Children's Hospital

Dr. Joseph A. Murphy, Chief Medical Inspector of the Public Schools, representing the Health Department

Four specialists selected by the Health Department:

One for crippled children

One for blind and partial-seeing children

One for deaf and hard-of-hearing children

One for tuberculous children

A representative of the Washington League for the Hard-of-Hearing

A representative of the Crippled Children's Society of the District of Columbia

A representative of the Society for Prevention of Blindness

A representative of the Washington Tuberculosis Association

The President of the Federation of Parent-Teacher Associations

A representative of the Kiwanis Club (crippled children)

A representative of the Lions Club (blind and partially blind)

The president of the Congress of Parents and Teachers

A representative of the Order of Elks

A representative of the National Girl Scout Organization

Representatives of additional organizations

School officers to be designated by the Superintendent

The names of the persons who accepted membership on the advisory committee are as follows:

Chairman: Mrs. Marian Wade Doyle, President of the Board of Education

Board Members:

Mr. Charles D. Drayton

Mrs. Robert G. McGuire¹

School Officials:

Mr. Robert L. Haycock, First Assistant Superintendent

Miss Jessie LaSalle, Assistant Superintendent

Mr. A. K. Savoy, Assistant Superintendent

Dr. H. H. Long, Assistant Superintendent

Health Department Specialists:

Dr. Joseph A. Murphy, Director, School Medical Inspection Service

Dr. Harry A. Ong, School Medical Inspector (assigned to crippled children)

Dr. George H. Heitmuller, School Medical Inspector (assigned to blind and partially seeing children)²

Dr. R. L. DeSaussure, School Medical Inspector (assigned to deaf and hard of hearing children)

¹ Resigned from membership on the Board of Education.

² Retired from Health Department service.

Dr. A. Barklie Coulter, Director, Chest Clinic

Dr. Thomas C. Thompson, Social Hygiene Clinic

Dr. Ella Oppenheimer, Director, Maternity Welfare and Child Hygiene Bureau

Representatives of Organizations:

Mrs. Ernest R. Grant, Managing Director, District of Columbia Tuberculosis Association

Miss Betty C. Wright, Executive Director, American Society for the Hard-of-Hearing

Mrs. Allen L. Vories, Recording Secretary, District of Columbia Society for the Prevention of Blindness

Mr. William H. Dyer, Committee for the Blind, Lions Club

Mrs. Walter B. Fry, District of Columbia Congress of Parents and Teachers

Miss Gertrude H. Bowling, Executive Director, Visiting Nurses Society

Mr. Charles W. Pimper, President, Crippled Children's Society

Mr. W. S. Shelby, Secretary, Washington Lodge No. 15, B. P. O. Elks

Mrs. William Floyd Crosby, Commissioner, D. C. Girl Scouts, Inc.¹

Dr. William J. Howard, Federation of Parent-Teacher Associations

Mr. Bruce Baird, Underprivileged Child Committee, Kiwanis Club

Mr. Ray Everett, Executive Secretary, Social Hygiene Society

Dr. Mitchell Dreese, member of faculty, George Washington University

Dr. Loren B. T. Johnson, member of attending staff, Children's Hospital

Dr. Walter Wells, District of Columbia Medical Society

The Advisory Committee on Handicapped Children, after many meetings and visits, and an exhaustive study of the varied problems involved, submitted its report to the Board of Education on July 1, 1940. In its report the advisory committee submitted specific recommendations for improving educational service to each of the following types of physically handicapped children, and related subjects:

1. Blind and partially seeing children
2. Crippled and cardiac children
3. Deaf, partially deaf, and hard-of-hearing children
4. Mentally handicapped children and psychiatric cases
5. Social hygiene cases
6. Tuberculous children
7. Epileptic children
8. Speech defectives
9. Shut-in handicapped children
10. Central schools for handicapped children
11. Transportation of handicapped children
12. Legislation

¹ Resigned from membership on Committee.

For information respecting the recommendations in detail under the foregoing headings the Superintendent refers interested parties to the report of the advisory committee. The Superintendent desires, however, to direct attention especially to the following statement and recommendations of the advisory committee respecting legislative provisions:

"LEGISLATIVE PROVISIONS

"The program formulated by the advisory committee to meet the needs of handicapped children in this city includes within its scope certain features which, though parts of the educational programs of certain other cities, are new departures in the District of Columbia. These new features will serve to extend educational opportunity at public expense to a number of children not now reached by the public-schools in this city. They will serve also to render more adequate and effective the offerings now extended by the local schools to many handicapped children.

"These amplifications of the educational program will require funds for additional personnel, for the purchase of special equipment, for the securing of sites for construction purposes, for the building of two central schools, for transportation of pupils to and from those schools, and for maintenance purposes.

"Experience has demonstrated that new educational projects in the District of Columbia find conditions more favorable to their development when they rest on legislative authority. In view of that fact the Advisory Committee on Handicapped Children recommended that the Board of Education and the Health Department take appropriate steps to secure legislative provisions as follows:

"1. Approval for the establishment of special classes for Braille instruction with an appropriation for the necessary special equipment.

"2. Approval for the establishment of special classes for partially-hearing children with an appropriation for the necessary special equipment.

"3. Approval for the establishment of special classes for cardiac children with a supporting appropriation.

"4. Approval for instruction in lip reading with a supporting appropriation.

"5. Approval for special instruction for shut-in handicapped children with a supporting appropriation.

"6. Authorization for the construction of two central schools for handicapped children with appropriations for sites, plans and specifications, and buildings.

"7. Approval for psychiatric service in the public schools, under supervision of the Health Department, with a supporting appropriation.

"8. Approval for the establishment in the public schools for an eye clinic headed by an ophthalmologist and under the supervision of the Health Department.

"9. Approval for the establishment in the public schools of a hearing conservation clinic headed by an otologist and under the supervision of the Health Department."

Cooperation between the Departments of Educational Research (Divisions 1-9 and Divisions 10-13) and Local Social Agencies

This report would be incomplete without special mention of the cooperative arrangements existing between the Departments of Educational Research, Divisions 1-9 and 10-13, the Department of School Attendance and Work Permits and local social agencies for mutual improvement of the work of their several departments and agencies.

Miss Jessie LaSalle, Assistant Superintendent in charge of Educational Research, Divisions 1-9, reports that "A reciprocal service has been developed between the Educational Research Department, Divisions 1-9, and the social agencies of the city whereby data on pupils and consultant service are freely exchanged. Whenever the psychological clinic of the Research Department is working on a case it is first cleared through the Social Service Exchange where the names of agencies to whom the family are known and date of referral to such agencies are obtained. These several agencies (in a few instances as many as 22 different ones) give us reports for our guidance in our problem cases, and to them we refer our problems for psychiatric help, foster home placement, home cooperation to be obtained through their home visiting workers since we have none in our public school set-up for correction of physical defects (these go into the hundreds). Our clinical cases run up to approximately 800 or more per year.

"We, on the other hand, also supply these various agencies with data which we have or can obtain through clinical examinations."

For Divisions 10-13, Dr. H. H. Long, Assistant Superintendent in charge of Educational Research, reports that "We are registered with and clear our cases through the Social Service Exchange, and as a result, there is a constant inter-flow of assistance and advice between the Research Department and

local social agencies. Most of the local social agencies make use of our records in planning for their cases. In addition, many of them refer cases to this department for individual clinical examinations. In the first category, during the school year 1939-40, we received 452 requests from social agencies for information on their cases which were registered with us. During the same year 71 cases were referred to us by social agencies for individual clinical investigation."

The following combined list of local social agencies that cooperate with the two Departments of Educational Research not only suggests the wide range of outside contacts maintained by these departments of our local public school system, but also illustrates the extensive and valuable resources existing in the community for social welfare:

The Social Service Exchange
 Board of Public Welfare
 Florence Crittenton Home
 Juvenile Court
 Washington Child Guidance Clinic
 Vocational Rehabilitation Service
 Children's Protective Association
 Family Service Agencies (Protestant, Jewish, and Catholic)
 Instructive Visiting Nurse Society
 Children's Hospital
 Providence Children's Clinic
 Georgetown Hospital Children's Clinic
 Catholic University Child Center
 National Child Research Center
 Federation of Churches
 D. C. Junior Employment Placement
 U. S. Army
 Social Agency Contacts of the Public Schools
 Associated Charities (now the Family Service Association)
 Bureau of Rehabilitation of Prisoners
 Public Assistance Division
 Health Department (Social Hygiene and Nursing Bureau)
 Children's Protective Service Unit (Board of Public Welfare)
 Woman's Bureau, Police Department
 Tuberculosis Association
 Congress and Federation of Parent-Teacher Associations
 Settlement Houses
 Christ Child Society

Gallinger Hospital
 Self-Help Center
 Health Security Administration
 Alley Dwelling Authority
 Civilian Conservation Corps (Division of Board of Public Welfare)
 Freedmen's Hospital (pediatric clinic)
 Y. W. C. A. and Y. M. C. A.
 Catholic Charities
 Council of Social Agencies

*Cooperation between the Department of School Attendance
 and Work Permits and Community Agencies*

The Department of School Attendance and Work Permits finds that its success in administering the compulsory attendance and child labor laws is due in large part to its ability to secure the cooperation of community agencies. On this point Mrs. A. C. Sheldon, Director of School Attendance and Work Permits, reports:

"Cooperation with other community agencies and resources has become increasingly a keynote of the policy of this department, since education is viewed as one aspect of the community program in the development of citizenship and preparation for living in a democracy. In planning for the development of a program to meet present day community needs this department of the public school system cooperates with other non-school agencies such as the following:

"Child guidance clinics for the study of children with unusual problems have pointed the way to a fuller realization of the basic aims of education and compulsory attendance laws. It is recognized that the fundamental principle of school attendance is to raise the educational level of the general population insofar as such a program can be absorbed by the individuals making up the community. Administrators recognize the duty that each school unit has to absorb a certain percentage of the community's total so-called 'problem' juvenile population.

"As the world beyond the classroom must cope with those persons who depart from the usual norm of citizenship standards, so the schools realize that they must cope with these same individuals during their school careers. Specifically a comprehensive plan of cooperation with the Juvenile Court in the handling of educational problems of children on probation to the court has been successfully developed.

"Children who are wards of the Board of Public Welfare and who, because of the disturbing factor of having been removed from their own

homes and who also often have suffered from other disturbing personal experiences preceding court commitment, form a certain percentage of the school population. In cooperation the case workers of the public welfare department, and the school attendance officers have developed an understanding and insight into the problems of these children which is reflected favorably in a new attitude of the workers in both of these departments toward such children in the community.

"The work of the Health Department in improving the general health standards is reflected in better school attendance and increased participation in the school program, which obviously means greater returns to the community from the investment which the school program represents."

Cooperation between the Statistical Office and the Public

The following outline of services rendered to the public by the statistical office of the public schools, submitted by Mr. B. L. Bristor, Statistician, reveals still further how cooperation between the public school system and the public tends to the improvement of school administration:

"Outline of Services Rendered to the Public by The Statistical Office— 1930-31—1939-40"

"1. *Compilation of statistical data from which were answered inquiries from:*

- a. Government departments, e.g., Federal Housing Administration
- b. Educational organizations, e.g., National Education Association, Office of Education
- c. Colleges and universities
- d. Boards of education in other cities
- e. Civic and parent-teacher associations
- f. Patriotic and philanthropic agencies
- g. Students seeking degrees
- h. Daily newspapers and periodicals
- i. Safety organizations
- j. Commercial agencies

"2. *Maintenance of library of reports and publications of the Board of Education for the use of persons conducting research for theme papers, etc.*

"3. *Search of school records to establish:*

- a. *Dates of birth of persons:*
 1. Applying for old-age pension
 2. Applying for civil service positions
 3. In civil service positions for retirement files
 4. Applying for admission to Civilian Conservation Corps camps
- b. *Early residence in District of Columbia to satisfy citizenship requirements*

- c. History of school attendance for civil service applicants
- d. School accomplishments of persons in jails and mental hospitals
- "4. Tabulation of school census to answer questions on:
 - a. Population trends in given areas
 - b. Expected enrollments
- "5. Cooperation with eleemosynary organizations by conducting fund-raising campaigns:
 - a. In the Franklin Building, for
 - 1. American Red Cross membership drive
 - 2. Community Chest
 - b. In the entire school system, for
 - 1. American Red Cross War Relief Fund
- "6. Attestation of affidavits of birthplace and birthdate for prospective public school pupils for whom no birth certificates are available."

Cooperation between the Board of Education, the School Officials and the Press

The Superintendent is happy to report that the press of Washington has been consistently helpful and constructive in its activity for the promotion of public education over the past 10 years. In his report reviewing the 10-year period 1920-1930, inclusive, the Superintendent characterized the policy of the press in covering all Board meetings, in interviewing officers at headquarters daily for news concerning the schools, in carrying many important news releases and strong editorials in support of the schools, as "a valuable asset to public school interests." During the 10-year period now closing the press has consistently followed its established policy of creating an informed and sympathetic public opinion about our public schools.

Through the cooperation of the Washington Post and the Evening Star the facilities of two of the local broadcasting stations WJSV and WMAL, have been placed at the disposal of the public schools, thus affording pupils the opportunity to display their talents in speaking and in the fine art of music. In recommending to the Board of Education the continuance of the series of radio broadcasts by pupils, under the auspices of the local press, the Superintendent on April 7, 1940, assured the Board that in the opinion of the school teachers and

officers, radio broadcasting by public school pupils had a very high educational value, and expressed the view that "the radio programs over various stations relating to the public schools should be distinctively representative of the public schools and should not duplicate one another." Again, on June 5, 1940, in recognition of the valuable services of the press and the local radio stations in promoting student broadcasting, the Superintendent advised the Board of the appointment of a General Committee on Radio Broadcasting to act as an advising group that would cooperate with school officers, the press, and the radio in establishing policies and in standardizing future broadcasting by pupils in the public schools. At this same meeting, January 5, 1940, the Board of Education took cognizance of the fact that school employees had been working diligently on radio broadcasting programs, and with the cooperation of the press and the radio, had accomplished very successful results. The Superintendent takes pleasure in expressing, in behalf of all of our public schools, to the press and the radio, appreciation of their cooperation in developing this educational project and in making it such a grand success.

Junior District Day

The Board of Education and the school officials have regularly cooperated with the Washington Times-Herald in the observance of Junior District Day, inaugurated in 1936 by the Times-Herald.

The purpose of Junior District Day is to give students in public, parochial, and private schools of the District of Columbia "opportunity to explore the workings of the municipal government of Washington, D. C., and thereby to inculcate desired attitudes of interests, respect and appreciation of the duties of citizenship in the youth of this city."

The offices represented on Junior District Day include all responsible, important offices in the Washington, D. C., municipal government including the President of the Board of Education, the Superintendent of Schools and their assistants; the positions of the Representatives and Senators who are heads of

the Congressional Committees in the District of Columbia and the positions of Governor of the adjacent states of Maryland and Virginia.

The program usually takes the following form:

9:00 A.M. Officials (pupils) take oath of allegiance—District Building.
9:30 A.M.

to

11:30 A.M. Officials (pupils) take over city government.

11:45 A.M. Luncheon at Willard Hotel.

1:45 P.M. Officials (pupils) review Junior District Day Parade.

Cooperation between the Board of Education, the School Officials and the American Automobile Association

For several years now the Board of Education and the school officials have enjoyed the cooperation of the American Automobile Association in the matter of safety education. On January 6, 1937, the Superintendent transmitted to the Board of Education a report citing the proposal of the American Automobile Association that a course in safety education it submitted should be used in the public schools of the District of Columbia. The Board approved the recommendation of the Superintendent that the course be tried during the second semester of the school year 1937-38 at the Roosevelt and Dunbar High Schools.

In recognition of the importance and value of this type of training for young people in a congested urban community, Congress, on the suggestion of the American Automobile Association and the approval of the Board of Education, incorporated a provision in the Appropriations Act for the Government of the District of Columbia for the fiscal year ending June 30, 1940, authorizing the Board of Education to appoint a teacher for instruction in automobile driving at the Abbot Vocational School. In the Appropriations Act for 1941 Congress authorized the Board to appoint three such teachers—one each at the Abbot and the Phelps Vocational Schools, and the McKinley High School.

Other Measures for Safety

Reference to the plan has already been made elsewhere in this report but it may tend to emphasize the importance the Superintendent attaches to safety education in public schools to mention again the conferences held annually by teacher sponsors of the School Boy Patrols, the police coordinators, the captains of all the police precincts, members of the School Safety Committee, other police and school officials and representatives of the American Automobile Association, for the discussion of all traffic problems affecting the schools. In these conferences agreements are reached as to the organization and operation of the boy patrol and other safety measures for school children—special attention always being given to traffic hazards that may develop in the neighborhood of new schools to be opened for the first time in September.

The Superintendent is of the opinion that the School Boy Patrols have proved to be of real value in protecting the lives of school children.

The movement for safety in traffic situations was also greatly stimulated during the school year 1939-40, through the cooperation of the Washington Star, in outdoor programs of unusual merit especially to little children in the elementary schools—in which a trained dog would demonstrate safety rules in a most effective way at street crossings near public schools.

Cooperation with the National Occupational Conference

The Superintendent reports with pardonable pride the opportunity afforded him by the Board of Education to cooperate with the National Occupational Conference, on the invitation of Dr. Edwin A. Lee, Director, in its 2-week conference and tour, May 2-14, 1937, of certain American cities in the work of the National Occupational Conference. The tour was conducted for the purpose "of studying counseling and placement in the field of occupational education."

On May 19, 1937, the Superintendent reported to the Board that the "highlights of the occupational education program

covered three main points: skilled counseling and guidance for every pupil; occupational training in school or on the job, or through supervised apprenticeship; and placement on the job with follow-up contacts to see that the younger worker is in the occupation to which his abilities are best suited."

The Superintendent found the tour and the conferences of great value to him in the administration of the program of occupational education in the public school system of the District of Columbia.

Cooperation among Officers and Teachers

In closing this chapter the Superintendent records his appreciation of the splendid manner in which school officers and teachers are cooperating in the development of the program of curriculum revision. A detailed and complete discussion of this cooperative undertaking will be found in the chapter of this report dealing with improvement of instruction and supervision.

CHAPTER VII

CURRICULUM REVISION, JULY 1, 1920-JUNE 30, 1940

PREPARED BY ASSISTANT SUPERINTENDENT JESSIE LASALLE

As one surveys in retrospect a 20-year period of activity in this field of curriculum improvement in the Washington, D. C. public schools, three notably significant developments can be seen in process of evolution:

1. The development of the democratic process and its application to this phase of educational activity.
2. The infiltration through cooperative procedures of progressive ideas and ideals that seemed radical in the beginning but have become commonly accepted.
3. The gradual broadening of the concept of curriculum revision to include something more than the relatively simple "course of study revision".

In 1920 the schools here, as in many other cities, were operating with courses of study prepared before the World War,

and many of these were out of print. Obviously something needed to be done.

Previously, courses of study were made by school officials and handed down to teachers as blueprints and specifications to ensure logical development of subject-matter.

The newly appointed Superintendent proposed a quite different approach. A committee of central staff officers was appointed "To organize a plan for the systematic revision of the elementary school courses of study", in which representative teachers would have a part.

The beginnings of curriculum revision were made with this new plan which was characterized by definiteness of procedure and cooperation of officers and teachers. The plan followed these four steps:

1. Appointment of committees of field officers and *representative* teachers from *all sections of the city* and from *all grade-levels of elementary schools*, including also teachers from all elementary grades (Kindergarten-6th) and from both the white and colored schools.
2. Submission of revised courses of study to the committee of central staff officers for review and approval.
3. Transmission of approved revised courses of study to the Board of Education for adoption.
4. Printing, or mimeographing of these adopted courses of study for use in the field.

In accordance with this planned procedure committees of officers and teachers were appointed, and work was begun.

The first committee cooperated with the Commission on Curriculum of the Department of Superintendence of the National Education Association in preparation of a report on the principles that should control the curriculum revision in nature study and science. This committee prepared an excellent report which was printed in the 1926 Yearbook of the Department of Superintendence. This same committee also developed a course of study based on the principles contained in the report which was approved by the Board of Education and put into immediate use in Washington. This committee's work achieved national recognition. It became a pattern for subsequent groups.

Other committees were similarly appointed; and revision of

courses of study were made in English, reading and literature, history, geography, and arithmetic. These courses were printed or mimeographed for use.

The first 10 years, 1920-30, showed steady but slow progress for a notable transition was taking place. This was a trail-blazing experience moving from the traditional autocratic making of courses of study by school officers to a more democratic teacher-participation procedure.

Curriculum revision was largely confined to elementary schools. Junior high schools were just being organized, and courses of study were being developed. Revision or introduction of new courses in the senior high schools was, for the most part, the work of heads of departments or senior high school principals.

The second 10-year period, 1930-40, began with a greatly accelerated program of course-of-study revision. The publication of 7 courses of study in the elementary schools, 19 in the junior high schools, 4 in the vocational schools, 21 in the senior high schools, and 8 in the teachers colleges during that decade gives evidence that teachers and officers were constantly revising the offerings of the school system.

Throughout these years of work with course-of-study revision, there have been a development and an extension of the democratic principle—greater teacher-participation resulting in greater teacher-responsibility. Today it is not uncommon to have a classroom teacher appointed as chairman of a committee composed of teachers and officers, the officers being participating committee members and not merely advisors or consultants. This cooperative enterprise has developed a better understanding among officers and teachers and has resulted in the infiltration of more progressive ideas and ideals.

The concept of curriculum reorganization has developed and expanded from a restricted concept of fragmentary revision, and compartmentalization of subject-matter into an articulated, integrated development of school organization, and curriculum content and method from kindergarten through all levels of the school system.

In keeping with this new concept of curriculum revision in

the fall of 1938, the Superintendent appointed two important committees:

1. A representative Committee on Articulation, of 36 members under the chairmanship of Dr. Chester W. Holmes, Assistant Superintendent of Schools.
2. A Steering Committee on Curriculum Revision, of 21 officers and teachers with the Superintendent, himself, as chairman.

Antedating this feeling of need for articulation, the different school-level groups had been working to develop a statement of their philosophy of education. This activity engaged all teachers and officers. For example, each elementary school faculty as a committee discussed its philosophy and prepared a statement. All these statements in each division were brought together and a division committee coordinated them into a single statement of philosophy which was approved by that division. These were later compiled into a statement of the philosophy of education for the elementary schools. Similarly, the other school levels prepared a statement of their philosophy of education—as did the directors and heads of departments.

One of the first tasks of the Committee on Articulation was to synthesize the various statements of philosophy into one statement, which would become the basis for the program of curriculum revision. How well they succeeded is evidenced by the fact that when in June, 1940, a vote was taken as to the willingness to approve this statement as the Washington, D. C. public schools' philosophy of education, it was accepted by an overwhelming majority of 3,043 to 123. This statement of philosophy is herewith presented:

PHILOSOPHY OF EDUCATION FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

"We believe that each child is an individual with needs and interests peculiar to himself. He is the center of the educational process. He should be thought of as a whole—mind, body, and spirit. He should learn to appreciate the privileges and to meet the responsibilities of life. He develops through participation in mental and physical activities and through the satisfaction of real and vicarious experiences in group contacts. We believe we should seek to develop in him a deep-seated sense of service and toler-

ance, and an increasing awareness of the individual's responsibility to his group and of the group's responsibility to the individual.

"We believe we should provide opportunities for differentiated education; use the data which will discover remediable needs; apply the corrective techniques; integrate the factors that influence development; and through purposeful teaching, provide challenging situations that lead to desirable outcomes.

"Our materials of instruction should be so varied that each pupil will find numerous appropriate challenges. We should use from our cultural heritage and from our present environment that which enriches, interprets, and encourages investigation and creative activity. We should take from the current fields of experience and subject-matter that which is functional.

"We should hold as the immediate aims for American education equal opportunity for all and progressive development for each individual according to his needs and capacities. In addition to promoting his growth in the basic skills, attitudes, appreciations, knowledges, and judgments, we should seek to improve his behavior and develop his character through guiding him to face constructively social and economic problems.

"We should hold as the ultimate aim an individual who is physically sound, with wholesome recreational interests; who is emotionally stable and spiritually conscious; who is capable of independent, discerning, and critical thinking; who is socially competent and economically sufficient; who as a responsible citizen is ready for the enjoyments and duties of home, family, and community life, with an understanding and an appreciation of American ideals, principles, and purposes that will promote the progress of our own democracy and carry over into world citizenship."

On recommendation of the Committee on Articulation 5 permanent committees of from 36 to 40 members each, representing all levels of instruction in its officer and teacher personnel, have been appointed and are working under the general direction of the Steering Committee to indicate how the philosophy of education can be carried out and what provisions must be made to insure the following:

Committee I: The establishment of a unified curriculum from Kindergarten through Grade XII:

- A. Composed of activities, experience, and subject-matter in integrated wholes
- B. Providing for acquisition of knowledges and for skills
- C. Giving constant attention to immediate and ultimate goals

Committee II: Classroom techniques, subject-matter con-

tent, textbooks and instructional material dependent upon differentiated groupings of pupils according to ability, achievement, and social maturity.

Committee III: The accumulation and use of informational background for each child including cumulative records and utilization of research department findings.

Committee IV: Provision for guidance according to its broadest meaning through guidance by classroom and home-room teachers and specialists such as counselors, psychologists, psychiatrists, doctors, nurses, and others.

Committee V: Establishment of standards of promotion and retention of pupils:

- A. On the basis of achievement, social maturity and chronological age
- B. By using reports of progress meaningful to pupils and parents
- C. By issuing differentiated diplomas and certificates
- D. By orientation practices

Progress reports from the committees were made in April, 1940, January, 1941, and May, 1941.

The work thus far has been done by officers and teachers, because no funds have been appropriated for securing the services of curriculum specialists and consultants. Teachers and officers have taken courses at leading universities and have worked out some of the curricular problems under curriculum-experts' guidance.

Nine outstanding lecturers have been brought to address the officers and teachers on the problems of curriculum reconstruction through the Teachers' Institute thereby bringing helpfulness and inspiration to the task.

The work is being carried on with enthusiasm and with high expectation that the program of curriculum reconstruction will be educationally sound and far-reaching in significance.

CHAPTER VIII

FEDERAL AGENCIES AND THE DISTRICT EDUCATIONAL PROGRAM, JULY 1, 1930-JUNE 30, 1940

PREPARED BY ASSISTANT SUPERINTENDENT H. H. LONG

This chapter traces in outline the more important influences

exerted by Federal agencies upon public education in the District of Columbia during the decade 1930-40.

One of the earliest of the Federal agencies which concerns us was the Federal Emergency Relief Administration which operated locally through the District Emergency Relief Administration. As time passed relief work grew more complicated and the original purpose gave rise to a number of subordinate and coordinate agencies. Moreover, the names of these agencies were changed with revisions of functions. Several cooperating agencies participated in certain projects which complicated matters. To trace this evolution would be a respectable enterprise in its own right. This situation makes it difficult to arrange this report according to agencies; consequently, we have presented the information by projects and have organized the data within the projects chronologically.

School Lunches

Early in the school year 1931-32 it became evident that children of the needy in increasing numbers were coming to our schools without proper nourishment. Providing lunches for these children became a pressing problem. Several approaches were made to this problem before it became the concern of a Federal project. Starting in February, 1931, the Superintendent sought to find the proper agency to undertake this project in cooperation with the public schools. The matter was partly adjusted through a committee representing social agencies co-operating with the Congress of Parent-Teacher Associations.

On March 4, 1931, the Superintendent made a report to the Board of Education embodying the results of his inquiry among officers and teachers as to the need for school lunches. There were at that time more than 1,000 children receiving free lunches but these lunches consisted mainly of milk and crackers and were not of the substantial sort. We find, for instance, that on March 4, 1931, the Board of Education authorized the withdrawal of \$250 from one of the competitive drill funds to provide milk and crackers for needy children. Conditions were obviously growing worse in spite of the

cooperative efforts of the school personnel and associations of teachers and citizens. In March, 1933, the Washington Herald hot lunch project for needy school children was inaugurated and continued until early June of the same year and for a time in the following fall.

A program at public expense began on January 2, 1934. This was supported by the District Emergency Relief Administration, with the approval of the Commissioners. A central kitchen was established and personnel provided, and thus the free lunch project for needy children assumed essentially the organization which is operating at the present time. On March 12, 1934, the free-lunch service at public expense was extended to needy pupils in the vocational, junior, and senior high schools through the school cafeterias which were to be reimbursed from public funds. On June 12, 1934, the Board of Commissioners advised the Board of Education that hot lunches were to be served needy children during the summer. Approximately 5,000 children a day were served during the school year 1934. During 1939-40 an average of 8,000 free lunches were served daily. With the passing of the Federal Emergency Relief Administration the hot-lunch program was taken over by the Works Progress Administration in 1935.

Emergency Adult Education Program

In November, 1933, the Federal Emergency Relief Administration authorized the use of Federal relief funds to pay work-relief wages to needy unemployed teachers or other persons competent to teach, in prosecuting the Administration's emergency adult education program. The program was to include vocational education, teaching of illiterates and rehabilitation work. The Board of Education authorized the Superintendent to negotiate with the United States Commissioner of Education, the Director of the Federal Board of Vocational Education, and other necessary agencies looking forward to the institution of this program in the District of Columbia. On November 15, 1933, the Superintendent reported progress and that the authorities contemplated the enlargement of the pro-

gram to include general adult education. All phases of the program applying to adult education are still in operation.

General adult education: The program of adult education in Divisions 1-9 was placed under the Principal of the Webster Americanization School and an assistant supervisor, and in Divisions 10-13 under the direction of the Director of Evening Schools and an assistant supervisor. On July 1, 1935, a full report was made to the Board of Education which indicates that the program included literacy and general courses, vocational classes, parent discussion groups and classes, and guidance service for the Transient Bureau. At that time there were employed in the whole project 335 teachers, clerks, and messengers. Sixty-eight were employed in Divisions 1-9 and 267 in Divisions 10-13.

Parent education: On October 17, 1934, the Board of Education approved a plan applicable to both Divisions 1-9 and 10-13 for parent education. Under this plan there was suggested the training of leaders in adult education and group leaders for parent-teachers associations. Discussion groups were organized for parents interested in child problems and a series of health talks were arranged under the auspices of parent-teachers associations.

Adult illiteracy classes: In January, 1934, classes were organized for adult illiteracy. Three teachers were provided for Divisions 1-9 and 3 teachers for Divisions 10-13.

Vocational rehabilitation: A plan submitted by the Superintendent on January 3, 1934, for vocational rehabilitation was approved by the Board of Education. As planned the work was under the supervision of the Vocational Rehabilitation Bureau established for the District of Columbia by the Federal Office of Education. The personnel was to consist of two vocational workers and one nurse for helping cripples. The funds provided for 2 case workers to be employed under the total budget for rehabilitation and a nurse for helping cripples to be provided under the Civil Works Service.

Vocational education: On the same date the Board of Education approved a project providing for vocational training of adults. The plan provided for 16 teachers, 8 for shop work

and 8 for commercial branches; in each case, 4 for Divisions 1-9 and 4 for Divisions 10-13.

Nursery Schools

On January 3, 1934, the Superintendent reported to the Board of Education a plan of organization and operation for nursery schools to be financed from Federal relief funds for the District of Columbia. The plan provided for 10 nursery schools, 5 for Divisions 1-9 and 5 for Divisions 10-13 respectively. For each nursery school there was provided a teacher, a nurse, a dietitian, and a housekeeper. The services of assistant supervisors were provided in the fall of 1934. Parent education and the mental health of the child were especially emphasized in the educational program of these schools.

The pupils were served a light breakfast, a substantial mid-day meal and a light afternoon meal. The nursery operated from March, 1934, until July 17, 1939.

National Youth Administration Program

The National Youth Administration was established by Executive order June 26, 1935. It came into existence because of the plight of unemployed youth. Among other things it was recognized that here was fertile ground for the growth of un-Americanisms. The National Youth Administration had two purposes. The first, was to furnish employment for youth not in school and the second to furnish student aid for youth in school. It required work experience of youth for the benefits which they received and it aimed to see that that work experience was preparation for later employment. The out-of-school employment required 54 hours of work per month, and enabled the individual to earn a monthly income of approximately \$16. Pupils in school receive aid according to the level of their schooling. In secondary schools they may earn from \$3 to \$6 a month; in colleges, \$10 to \$20 a month, and in graduate schools, \$10 to \$30 a month. The program reaches a large number of youth because of the small amount of aid given

each pupil. In 1938-39, which may be regarded as a fairly typical year, the District of Columbia was allotted \$154,515 out of a total allotment for the country of \$21,750,000. More than 30 secondary schools in the District and at least 12 colleges have benefited from the National Youth Administration fund.

In addition, the National Youth Administration has provided, in cooperation with the public school system, classes in such subjects as welding, office machines, typewriting, home economics, drafting and blue printing, automobile mechanics, machine shop, power machines, preparation of foods, cabinet making, landscaping, home nursing, laundering and sewing. Since the beginning of the work, July 1, 1935, over 7,000 youth have benefited by this program in the District of Columbia.

George-Deen Program

The George-Deen Act was the first Federal act of its kind providing financial and educational assistance to the District of Columbia. It provided for trades and industry, home economics, agriculture, distributive occupations, and teacher training.

The Office of Education requires each state and the District of Columbia to submit a state plan for the administration of vocational education carried on under the George-Deen Act. Such plan for the District of Columbia was prepared and after approval by both the Board of Education and the United States Office of Education was put into operation at the beginning of the school term in September, 1939.

At first the program included trades and industries, home economics, and teacher training. On December 7, 1938, distributive occupations were added to the program.

Instruction for Shut-in, Handicapped Children

On October 19, 1938, the Superintendent submitted a Works Progress Administration plan for a project for the instruction of shut-in, physically handicapped children in their homes and in hospitals. The plan had been prepared jointly by school

officers and representatives of the Works Progress Administration, and provided for the employment of unemployed teachers. It was approved by the Board of Education. The plan provided that the Board of Education would become the legal sponsor of the project and that the Health Department would become the co-sponsor.

It was estimated that 209 children would profit from the instruction and the plan provided for 16 teachers to be drawn from the Works Progress Administration relief rolls. It was further provided that the school officers would cooperate in the administration of the instruction and that the project would be limited to the current school year.

The work was expanded further in the fall. In addition to the 16 teachers, 2 supervisors, 2 field assistants for Divisions 1-9 and Divisions 10-13 respectively and 1 clerk were provided. In the meantime a thorough survey had been made to identify prospective students and the figure had increased from 209 to 238.

At the Board meeting of September 13, 1939, the Superintendent reported upon a petition signed by a large number of parents of shut-in, handicapped children for the continuation of the project during the school year 1939-40. Up to this time the Works Progress Administration had not indicated that an allotment would be made for this purpose. On November 1, 1939, the Superintendent reported approval of the project for 1939-40 providing a staff of 25 persons. The Works Progress Administration project was discontinued at the end of the school year 1940, and it became necessary to seek funds, through the regular appropriations for the District of Columbia, for the continuance of the project which is still in operation.

Miscellaneous

We have included here a number of less formal projects which in general either resulted as special assignments from formal educational projects or were what came to be known as "white collar" projects. On December 6, 1933, the Superintendent, in his report to the Board of Education, stated:

"In view of the rapidity with which these developments take place, it is obviously not possible for the Superintendent of Schools to bring these developments to the attention of the Board before proceeding with the development of plans. The Superintendent will keep the Board informed of these developments from time to time as they occur."

Minor Teachers College Library Project: On July 1, 1938, a comprehensive effort was made to recatalog and improve the library at Miner Teachers College. This project involved the services of 31 workers and resulted in considerable improvement in the operation of the library.

Clerks: On December 6, 1933, the Superintendent reported a request to the Commissioners for clerical and semi-clerical help. This project involved 49 workers. Subsequently a large number of clerks was assigned to the schools to assist with clerical work incident to the operation of the principal's office. These assignments were temporary and the clerks' services have since been terminated.

Matrons: On January 18, 1939, the Superintendent recommended the approval of a project for providing matrons in elementary schools for the balance of the school year 1938-39. The Board approved this project.

Community Center Project: On January 3, 1934, the Superintendent reported approval of a project for community center work. This project provided for the employment of 47 persons such as field workers, guards, secretaries, recreation leaders, pianists, gymnasium attendants, and handcraft teacher. The program was approved by the Board of Education.

In September, 1939, the Board approved a plan submitted by the Works Projects Administration to coordinate and unify certain projects which included adult education, art project classes, music project classes, and recreation, all of which had been operating under the Community Center Department with the exception of the adult education project.

Project on Juvenile Delinquency among Negroes: On January 19, 1938, the Superintendent reported to the Board of Education a Works Progress Administration project for the study of juvenile delinquency among Negroes, sponsored by the Board of Education and operating in the office

of the Department of Research, Divisions 10-13. This project was for the purpose of making a statistical analysis of information which had been assembled in connection with the character education program and of assisting in the analysis of other data which had been collected by the Department of Research. The project lasted approximately 2 years and employed an average of 40 persons.

Conclusion

It is not clear what permanent effects the emergency programs will exert upon education in the District of Columbia. Much that was embodied in them was foreshadowed in the unrealized thought and planning of the regular educational establishment. Clearly this was unavoidable. The emergency programs added to what had already been done and reoriented the whole to meet an emergency situation. Out of the experiences in these programs we may expect important contributions to educational practice.

CHAPTER IX

CHANGES IN SCHOOL ORGANIZATION, JULY 1, 1920- JUNE 30, 1930

PREPARED BY ASSISTANT PRINCIPAL N. A. DANOWSKY, FORMERLY STATISTICIAN OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS, NOW AT THE EASTERN HIGH SCHOOL

During the 10-year period July 1, 1920 to June 30, 1930, some very marked changes occurred in the local school organization. The extent of these changes is indicated in the following topics discussed in Chapter IV of the Superintendent's report to the Board of Education for the year 1929-30. The specified topics are:

- Reorganization of kindergartens
- Readjustment in elementary schools due to junior high schools
- Specialized phases of elementary schools
- Atypical classes
- Ungraded classes

Health schools
 Open-window classes
 White deaf children
 Colored deaf children
 Blind children
 Schools for crippled children
 Lip-reading classes
 Speech correction work
 Better classification of elementary school pupils
 Extension of the junior high school system
 Readjustment of senior high schools
 Reorganization of normal schools
 Establishment of teachers colleges
 Extension of vocational schools
 Standardization of evening and summer schools
 Growth of Americanization work

CHANGES IN SCHOOL ORGANIZATION, JULY 1, 1930- JUNE 30, 1940

Change to 6-3-3 Plan Nears Completion

During this 10-year period, the change from the 8-4 to the 6-3-3 plan of school organization was completed insofar as is practicable with the present building facilities and the geographical distribution of the major population groups. The slight downward trend in the number of elementary children facilitated the transfer of the seventh and eighth grade pupils from the elementary buildings to the junior high schools. At the present time, only three small groups of pupils of junior high school age living in outlying sections of the city are not accommodated in the junior high schools. The decrease in the number of seventh and eighth grade pupils in elementary schools and the increase in the junior high schools are shown in the following tables:

	1930	1932	1934	1936	1938	1940 ¹
Elementary	3,733	1,787	1,025	573	500	167
Junior High	10,268	14,105	17,519	19,510	20,853	21,285

¹ A few seventh and eighth grade classes located in isolated sections of the city remain unabsorbed.

Reduction in the Number of Elementary School Divisions

With the gradual shifting of the upper grades into the junior high schools, it was found possible to reduce the number of school divisions or units under a supervising principal in the elementary schools. The last reduction occurred in 1931, upon the retirement of the supervising principal in charge. The gradual reduction and equalizing of the administrative pupil-load can be followed at 5-year intervals in this arrangement.

MAXIMUM ENROLLMENT, BY DIVISIONS, FOR THE SCHOOL YEARS INDICATED					
	1920 ¹	1925 ¹	1930	1935	1940
Division 1	5,438	4,343	6,360	6,758	6,362
Division 2		2,814			
Division 3	7,663	4,777	8,784	9,466	6,001
Division 4	678	2,316			
Division 5	6,444	4,859	6,175	6,071	6,467
Division 6	3,643	5,631	7,247	6,999	6,226
Division 7	3,843	5,094	7,171	7,460	6,797
Division 8	3,658	2,906			
Division 9	3,851	1,049	1,324		
² Special, Div. 1-9	544			1,670	1,948
TOTAL	35,762	33,789	37,061	38,424	33,801
Division 10	4,594	6,092	5,967	7,194	6,576
Division 11	4,863	3,440	3,731	7,342	9,166
Division 12	1,241	1,256	421		
Division 13	5,055	6,231	9,692	7,889	8,144
² Special, Div. 10-13	256	258		786	457
TOTAL	16,009	17,277	19,811	23,211	24,343
GRAND TOTAL	51,771	51,066	56,872	61,635	58,144

In this gradual reorganization, the special classes of the divisions became the direct responsibility of the supervising principals rather than of a special director, while all evening and vacation schools, since 1931, have been placed under the directors appointed for each of the two major divisions of the school system.

¹ Second Semester figures.

² This includes mentally retarded, occupational, incorrigible, and physically handicapped pupils.

Discontinuance of Health Schools

For several years a health school for tuberculous pupils was maintained in each of the two divisions of the school system. The question arose in the late thirties as to whether the segregation of pupils in this school was necessary. Many conferences on that question were held by medical men, school officials, and representatives of the citizens who were interested. Finally, it was decided by the Health Department of the District of Columbia to examine all pupils attending the two health schools and to recommend the return to regular classes of all pupils whose physical condition made such transfer safe and desirable. Pupils suffering from tuberculosis in a communicable form were accommodated in the Children's Sanatorium at Glenn Dale, Maryland.

The Board of Education voted to close the two schools at the end of the first semester of the 1939-40 school year as health schools.

Introduction of Occupational Training

The establishment of occupational classes in 1938 as authorized by an act of Congress, approved April 10, 1936, inaugurated a change of organization of vital importance in the elementary schools. It was the purpose of this legislation to give to the Board of Education the authority to organize special centers for instruction adapted to the needs of retarded boys and girls. Such classes were organized to meet the special needs of boys and girls who were not academically-minded and therefore not expected to complete the requirements of the secondary schools and the vocational schools. A special committee was appointed to develop courses of study. The enrollment in these classes since their establishment has been as follows:

Date	Enrollment
October 28, 1938	107
October 27, 1939	219
November 1, 1940	349

A more complete statement of the character of instruction offered in these classes has been covered in Chapter II. This chapter deals also with the progress that has been made for the organization of these pupils in the junior and senior high schools.

Growth of Junior High Schools

The gradual growth of the junior high schools can be seen in this table.

	1925	1930	1935	1940
Number of Schools	8	14	17	19
Number of Pupils	5,014 ¹	10,268	18,756	21,285 ²

As the number of junior high schools and pupils increased, the difficulties arising in their administration and supervision grew correspondingly more numerous. For that reason, in 1936, an assistant superintendent was appointed specifically for this field in Divisions 1-9. This reorganization, with a special line officer then assigned to each of the three levels, elementary, junior high, and senior high, accomplished a very definite advancement in the efficiency of the school system.

Despite the fact that no single officer had been placed in charge of the very important field of guidance, coordinated effort has not been lacking in this very prominent responsibility of the schools. Early in the decade certain organizations collaborated with the schools in surveying the need. Later a committee made a very careful study of the modern requirements for junior high school students and, in 1937, it issued a syllabus for the use of the teacher in giving instruction to her pupils in this subject during the regular school program.

With the increased efforts of the schools to guide pupils into work that is best suited to their varying abilities, thus attempting to insure their success and maximum advancement, additional courses were provided in the junior high schools for the boys and girls of the occupational classes promoted from the elementary schools. These pupils, although they had made

¹ Second Semester.

² Includes 7th, 8th, and 9th year in junior-senior high school.

reasonable progress in their specialized curriculum, could not compete with their schoolmates in the subjects offered in the ordinary junior high school program. Therefore, a special schedule of classes was provided where needed to continue the occupational training on the junior high school level. This, together with an opportunity to participate in the normal extra-curricular activities and school programs has been invaluable in helping these pupils to make the necessary personal and social adjustments that make for happier living and economic independence in post-school life.

After a period of experimentation, it was considered advantageous to have a longer class period. Consequently, the length of the recitations was increased from 43 to 55 minutes. This reduced the number of recitation periods per day by one, and allowed additional time for supervised study. As a result fatigue of pupils was not as great. These changes were made in harmony with trends throughout the country.

Reduction of Ninth Grade Pupils in the Senior High Schools

The 6-3-3 organization is now complete except that accommodations will continue to be provided for pupils moving into the District from states having 8-4 organizations, and for some private and parochial school pupils. Only a few senior high schools now have ninth grade classes.

Adoption of the George-Deen Program

As a result of the passage of the George-Deen Act the public schools have been able to expand their program of vocational education in both day and evening schools. Funds provided by the George-Deen Act are administered by the United States Office of Education. The actual appropriation for the local schools for 1937-38 was \$4,235.00, but the original allocations, on an annual basis, were as follows:

Agriculture	\$ 20,000.00
Trades and industries	20,512.97
Home economics education	20,000.00
Distributive occupations	10,000.00
Teacher training	10,000.00
 TOTAL	 \$ 80,512.97

Teachers are paid by the local schools furnishing one-third of their salaries and the Government two-thirds. Supervisors' salaries are divided on a 50-50 basis. The qualifications of the in-service teachers, as well as the trade teachers, must meet the standards as set up by the Office of Education. They also approve the courses in both the day and evening high and vocational schools which meet the requirements and are, therefore, allowed to share in the Federal aid provided.

The local schools have been reorganized as required by the George-Deen Act to provide the full 15 clock hours per week per pupil in the vocational subjects. The growth in teaching personnel not including the two directors, one for each of the major divisions of the school system, has increased from a beginning of 16 teachers in 1938 to 122 teachers in 1940.

Reorganization of Evening School Courses

The George-Deen Act also has given impetus to the enlargement and improvement of the evening school program. Many persons have sought training to supply the tremendous demands for skilled workers in the trades and industries. The defense program also gave the evening schools a splendid opportunity to participate in this great National effort. Through the readjustment and the reorganization of their program, they are serving the greater need.

Another very important step taken by the evening schools during the 10-year period was the reorganization of the courses so that students may earn a high school diploma in 5½ years. This step has brought into this department of the public schools many employed persons who avail themselves of this opportunity for securing a high school education.

Completion of the Change of the Normal Schools to Teachers Colleges

The Appropriations Act of 1930 authorized the Board of Education to expand the normal schools and to take such steps as might be necessary to convert them into teachers colleges. These colleges now have the authority to award the degree of

Bachelor of Science in Education. The 1931 act provided for a president and four professors for each. This administrative reorganization together with the lengthening of the course from 2 to 4 years, naturally resulted in the raising of the eligibility requirements for teachers seeking appointments in the local schools. Thus, the effect of the change was found to be far-reaching inasmuch as it provides better prepared teachers for the elementary and junior high school levels.

Elevation of the Vocational Schools to Junior High School Level

For a number of years the vocational schools provided vocational training for the nonacademic minded and maladjusted pupils of the other schools throughout the city. At the beginning of the 1930-40 decade, this work was offered at the Abbot and the Dennison-Berret, for Divisions 1-9, and at the Margaret Murray Washington and Phelps for Divisions 10-13. Early in the period, additional classes were opened at the Lenox in Divisions 1-9.

The reorganization of the vocational schools, provided for in an act of Congress passed in 1936, raised them to the junior high school level. This, together with the George-Deen legislation allotting Federal aid for vocational training, passed during the same year, caused a reorganization of these schools in Washington. New courses have been added and three new buildings (the Chamberlain, Dennison, and Phelps) and one addition (the Margaret Murray Washington), all with excellent equipment, have been provided. The requirements for admission to the vocational schools have been raised. These schools are drawing an ever-increasing number from the upper levels of the school system, and one school has between 30 and 40 per cent high school graduates.

Throughout this period of rapid expansion in the facilities to train both boys and girls in the manual dexterity which is so vital to the economic life of a great industrial nation, credit must be given to the valuable assistance rendered the schools by the General Advisory Committee for Vocational Education

which confers and advises with the school officials on problems arising from this program. This committee is made up of equal representation from employers, employees, and laymen.

Experiment in Character Education

Training in desirable character traits always has been one of the most important tasks of every good school. The turbulent years following the Great War revealed an unusual disregard on the part of youth for authority. Consequently, civic leaders prevailed upon the Congress to furnish funds to launch a concerted effort to meet this growing problem among the youth of the city.

The experiment, lasting from 1934 to 1936, was carried out in certain selected schools under the direct supervision of an assistant superintendent and a staff especially selected for this service. Accurate records were kept as the program progressed and reports of the findings were made available for the study and guidance of the entire teaching force. Although the project was discontinued after 2 years, the benefits of the experiment are still felt. A further discussion of this experiment in its effects upon the instruction of pupils is presented in Chapter II.

The Business Office

With the steady growth of the schools and the consequent increase in the value of school property, the business office found it desirable early in the decade to effect the reorganization necessary to establish the position of property clerk who is charged with the duty of keeping an accurate record of all equipment, supplies, etc., received at or requisitioned from the central school storehouse. In 1935, the office was further reorganized through the establishment of a new position entitled Director of Procurement of Supplies and Equipment. This plan, with the entire office now under the supervision of a First Assistant Superintendent in Charge of Business Affairs, has not been materially changed for the last several years.

The Research Departments

The two Departments of Educational Research have operated under an assistant superintendent for each major division of the school system since 1925. The testing necessary, prior to the 1939-40 term was done by regular teachers assigned to this work. Legislation effective on July 1, 1939, provided for the appointment of research assistants, thus giving to the two departments specialists having expert ability in the field of research. These research assistants were qualified to administer tests on all school levels. An extended discussion of the effect of research upon instruction has been discussed in Chapter II.

training.

